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*DELINQUENT IDENTIFICATION, *DELINQUENT BEHAVIOR, *JUNIOR HIGH SCHOOL ROLE, *INTERPERSONAL PROBLEMS, *PARENT INFLUENCE, COMPARATIVE ANALYSIS, QUESTIONNAIRES, SOCIAL ATTITUDES, BEHAVIOR PATTERNS, BEHAVIOR THEORIES, BEHAVIORAL SCIENCE RESEARCH, SYRACUSE, NEW YORK, ACTIVITIES INDEX

AN EXAMINATION WAS MADE OF THE VARIOUS PATTERNS OF INTERPERSONAL BEHAVIOR OF YOUTHS WHICH DISTINGUISH DELINQUENTS FROM NONDELINQUENTS. THREE GROUPS WERE EMPLOYED IN THIS STUDY. GROUP ONE CONSISTED OF IDENTIFIED DELINQUENTS. GROUP TWO CONSISTED OF UNBEARABLE YOUNGSTERS AS DETERMINED BY THE TEACHER. GROUP THREE CONSISTED OF A MATCHED CONTROL GROUP. THE SUBJECTS WERE SELECTED FROM THE LOCAL JUNIOR HIGH SCHOOLS. THE RANGE OF DATA AND RESPONSES VARIED BETWEEN 135 TO 168 SUBJECTS. THE ACTIVITIES INDEX WAS ADMINISTERED TO ALL SUBJECTS. INFORMATION WAS ALSO OBTAINED FROM QUESTIONNAIRES SENT TO THE TEACHERS. INTERVIEWS WITH THE PARENTS, AND THE SUBJECTS 'LIFE CARDS.' ANALYSES OF DATA WERE MADE USING CHI-SQUARE PROCEDURES. THE GENERAL FINDINGS SUGGESTED THAT DELINQUENT AND UNBEARABLE SUBJECTS WERE NOT THE SAME. ALSO THE DISTANCE BETWEEN THE DELINQUENT AND THE PARENT INDICATED THE HOSTILITY WAS DIRECTED AGAINST THE ENTIRE SOCIETY AND NOT JUST THE SCHOOLS. FURTHER INVESTIGATION WAS SUGGESTED ON THE RESPONSE OF THE TEACHERS TO SUCH BEHAVIOR AND THE DIFFERENCES IN HANDLING THE DELINQUENT AND UNBEARABLE-TYPE STUDENTS. (RS)

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Co-operative Research Project Number 179

James Diamond
Robert W. Lissitz
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INTRODUCTION

This report contains the final summary of a two-year study sponsored by the U.S. Office of Education. The purpose of the study was to test the hypothesis that disaffected youngsters appear in the first years of school and their subsequent careers, as delinquents or otherwise, depends on their subsequent experiences in school. Basically the focus was upon the school and its relation to and interaction with those students who were identified as problems. These children can be grouped into two distinct categories--those considered problem children in the school but who do not have any record of arrest or juvenile detention, and those children with court records (adjudicated delinquents) who may or may not be problems inside school.

The definition of delinquency for research purposes has always been problematical. The use of court records to isolate a sample of juvenile delinquents has been one of the most popular techniques (e.g., Pierson & Kelly, 1963), but sampling from "caught" delinquents tends to confound delinquent behavior as such with those characteristics that are associated with the fact of being apprehended by the police. In other words, one might, in addition to selecting a sample of delinquents, also be selecting a sample from a certain socio-economic level, education, occupation, income, and cultural background. For example, the Gluecks' study of "Family Environment and Delinquency" as reviewed by Gold (1963) was criticized because the two groups in the study (delinquents and non-delinquents) differed on socio-economic level, with the delinquents being significantly lower. Dell (1963) has also indicated that one of the factors appearing to facilitate delinquency was a low level of socio-economic status. However, Pine (1965) found no significant relationship between social class status and delinquent behavior. But Dell took his sample from the court records and Pine did not, and those children whose antisocial acts bring them into court are more likely to be from a lower socio-economic level than those released by the police to their parents.

In addition to these problems in definition and sampling, delinquency research has also suffered from a lack of a rigorous methodology. As Stern (1958) has pointed out, much of this work has been essentially clinical-anecdotal. Those studies that have attempted to employ objective personality tests have, according to Schuessler and Cressey (1950) in a review of 113 studies up to 1950, found no consistent distinctions between delinquents and non-delinquents.

The importance of the home environment has been suggested repeatedly in this literature. The Gluecks (1950) felt that the homes that their subjects came from were emotionally as well as financially impoverished. The lack of a proper parent-child relationship was also emphasized in a psychoanalytically-oriented study by Eissler (1949), who suggested that all of us are by nature delinquent, but are diverted by proper development of ego and super-ego controls.

An entirely different basis for the association between inadequate home environment and adjudicated delinquency was brought out by Goldman (1950), who found that police officers were more likely to hold a youthful offender for court action if aware that the child came from a broken home. This certainly has a very significant bearing on the interpretation of family conditions as a causal factor in delinquency, especially when the delinquents are sampled from court records. Clearly, if this practice is widespread, the correlation between delinquency and a broken home would be very high but obviously not indicative of causality in the conventional sense.

In relation to the school, an older study by Wickman (1928) has shown that teachers generally pay little attention to withdrawing or submissive behavior but regard disorderly, disruptive behavior as indicative of serious disturbance. A further study by Uger (1938) has similarly noted the tendency of teachers to refer students who antagonize them rather than those who do not disrupt the class but who may have more serious behavior problems.

Despite these isolated findings the general picture remains unclear. An extensive review by Wilkins (1963) finds no definitive conclusions among this literature and he states that "it must be concluded that. . . causes [of delinquency] remain unknown."

A number of writers have discussed the significance of rebellion and protest against existing mores on the part of the delinquent as a possible etiological factor. This is almost a tautology, as the application of the word delinquent is in large part a function of the observation of antisocial acts. To turn around and observe that those persons chosen because of these acts do indeed act antisocially is not particularly surprising. It is none the less interesting and important to be able to select _Ss_ according to this sort of criteria.

One of the most interesting areas for this antisocial behavior is the school interaction. What form does this antisocial behavior take in the school? Is it detected and remembered and reacted to by the teacher? Are the parents of these youngsters aware of these acts? Are there ways in which some teachers respond to such pupils that tends to meliorate further disturbance?

We have tried to isolate the role that the school plays and the teacher-student interaction in this study.

It was hoped that by looking at the school, the students, and the parents simultaneously, many of the variables isolated by other studies and suggested by other researchers could be looked at in interaction with each other in one system. The school is probably the most stable and most intrusive factor in a child's life outside of the family. The relations that the students have with their teachers and classmates must certainly be very important ones in terms of the etiology of delinquency. They are not the only ones; as Roth (1957) has said "There is no one explanation of delinquent behavior." But the school must certainly be one of the factors. As Scharzmann (1965) has noted, the educator may react in terms of the student's expectations and thus, unintentionally, reinforce his already delinquent behavior. It is very likely that the school situation provides an opportunity for the formation of a vicious circle. Some youngsters come to school with an expectation of being struck down, of failing, of being picked on and may in anticipation react defensively toward the teachers with hostility, and aggressively, thus soliciting from the teacher the very behavior that they had fearfully expected and apparently confirming their choice of response.

The specific purpose of the study then was to attempt to isolate those factors which contribute to a pattern of delinquent behavior and to assess the possible role that the school plays in reinforcing this behavior. It has been proposed that prior to his enrollment in school the potential delinquent already possesses those traits of distrust, rejection, and hostility so often found in the delinquent. This developmental viewpoint hypothesizes that the subsequent experience of the student while in school only serves to intensify these initial trends. Unfortunately, little systematic evidence for this point of view is available.

The present investigators concentrated their efforts in the following areas.

1. An isolation of the interpersonal pattern which categorizes the delinquent.
2. An assessment of the parental and teacher reactions to this behavior.

3. The demonstration that teachers, besides being capable of reinforcing delinquent behavior, are equally capable of channeling this energy into more socially acceptable areas.

The specific hypotheses relevant to the study were:

1. The delinquent pattern of behavior can be found in all social class levels of society.
2. In those cases in which actual delinquency has occurred data will show that both teachers and parents have denied or withdrawn significant measure of emotional support from the child.

GENERAL PROCEDURE AND DESIGN

Subjects

Three groups of subjects were employed in this study. One group, hereafter referred to as the delinquent group (D) were those subjects who had been in trouble with the authorities both inside and outside school and were on probation at the time of the study. The "unbearable" youngsters (U) were identified as those subjects who, while not encountering any difficulty from the legal authorities, were identified by teachers as aggressive trouble makers, generally causing concern to school personnel. The term "unbearable" was given to them by the teachers and its use was continued for this project. The control youngsters (C) were age-and class-mates of the above subjects but were not identified as sources of trouble either inside or outside of school. All subjects in the three groups were matched in addition to age and grade on sex, color and occupation of father or guardian. In terms of the latter criterion, approximately one fourth were craftsmen and foremen; one fourth service workers and laborers; and the remainder operatives and kindred workers.

Due to the complexity of the study and to other factors already enumerated in the grant's progress reports, the number of subjects available differed depending on the sources of the data. The majority of the subjects were white males approximately fifteen years old and in junior high school.

Schools

During the preliminary part of the project, a search of the Children's Court records was undertaken in order to identify those youngsters who had been in trouble with the authorities in the years preceding the investigation. A total of 405 cases was ultimately isolated. These individual cases were further subdivided into city, county, public and parochial schools. In addition, medical records, intelligence data, parental information, and previous court records were summarized for each of the identified delinquents. From this search, four city junior high schools contributing 25 per cent of the total delinquency cases and 50 per cent of the city delinquency cases were identified. The entire sample of (D), (U), and (C) subjects was obtained from these four schools.

Data Sources

In order to help identify the characteristic patterns of interpersonal behavior which exemplified each of the 3 samples, the Activities Index (Stern, 1963) was administered to all subjects. This provides a measure of twelve personality needs factors reflecting and individual's relationship to significant others in his environment. There were no specific hypotheses concerning the performance of the three groups on the Activities Index.

In addition to the administration of the Activities Index, information was obtained for each subject from questionnaires sent to his teachers, from interviews with either the parent or guardian, and from the student's school life card.

The teacher questionnaire, specifically developed for this project, obtained data relevant to the teacher's impressions of the child. She was required to judge, among other things, his academic performance, social adjustment, and general personality pattern.

A total of 306 teachers who had participated in the school careers of the initial pool of 168 matched students in the study were located and sent the forms. An unusually high percentage (80%) of these teachers responded to the request for information. This resulted in a total of 2054 questionnaires being returned to us. Of these, 1516 were specifically applicable to the 45 matched cases (38 male, 7 female) that made up the final study groups.

It is possible that the teachers that responded were different from those that did not on some variable very relevant to the content of the questionnaires. The fact that such a high number of forms were returned is encouraging and, we feel, indicative of a valid sample, although this cannot be substantiated. There is also no assurance that those who did respond did so in an equally careful way. This technique also put a high premium on the memory of the teacher for a particular pupil. Some evidence for the motivation of these respondents may be taken from the fact that usable forms were returned in large numbers even from those who had had our subjects in kindergarten and first grade--eight to nine years earlier.

The interview with the parents centered around the socioeconomic level of the family, the child's school adjustment and activities, his general behavior, and future educational plans.

Data were available from these three sources for 45 subjects in each of the three matched groups, making a total of 135 subjects. The analysis was done using the chi-square test comparing the three groups of subjects on a series of variables. With few exceptions only chi-squares significant at less than the .02 level or better are mentioned in the section on results. The large number of significant values made the task of presenting the data quite difficult and some choices had to be made, we felt, in order to put this material in a digestable form.

Restricting the summary to the clearly significant findings very much sharpens the interpretation of the results.

Both the teacher's questionnaire and the parental interview were included primarily to assess the pattern of acceptance and rejection each of the subjects obtained both at home and in school. The information obtained from these sources was also of great aid in general group description. It should be noted that neither the interviewer, teacher or parent knew that the child had been classified or was being studied for any specific purpose other than a general investigation of teenagers.

Finally, the "life card" for each of the students in each school was searched for additional information pertinent to the subject's academic achievement and attendance record. Data was available in this instance for all 168 of the originally selected subjects, 56 in each of the three groups. These results are quite straightfoward and are essentially an actuarial approach in which the already existent school records were pulled together. There was little or no subjective judgment as far as the staff of the project was concerned, although, of course, this was not true of the data as entered by the teachers themselves in years past.

Copies of the Activities Index, the teacher questionnaire, parental interview form, and school record summary can be found in the Appendix to this report.

RESULTS

In this section we present an abbreviated summary of the data analysis. Because of the large number of significant chi-squares and the breadth of area that they cover, only a summary of the main contributions to chi-squares significant at the .02 level or better will be given in this section. The complete chi-square table for each of these cases will be found in Appendix II.

The results section will consist of four parts: attendance record and academic achievement, the teacher questionnaire, the sociological data, and the AI information. Under each general topic will be presented the chi-squares when available. These will be listed by number and this number will also refer to the appropriate chi-square table at the back of this section. Whenever possible these chi-squares have been grouped as to general areas within the main part.

Academic Achievement and Attendance Record

The attendance data showed great similarity between the three groups. The distribution of the number of days of absence was almost rectangular with the median number of days falling at the 5-27 day range (the frequencies ran from 0 to 90 days). The number of students who were absent more than 27 days decreases gradually until all the cases are accounted for. The attendance record was broken down, not only for the three groups of the project but also analysed by school years from kindergarten to ninth grade. No apparent trend existed over the school years and there were no differences between the three groups.

In some cases, the column totals are not consistent across tables due to missing information.

1. Grade repeated once. The value of 2.7 was obtained (4 df and N.S.), there being no apparent differences between the three groups. The average number of students who repeated a grade for all the groups combined was 3.4. The highest number of repeating students occurred at the seventh grade (more than twice as many students as most of the other grades).

2. Above average mathematics. This chi-square was based on those students who were classified by the

teachers as being above average students of mathematics. The three study samples were grouped into grades 1 - 3, 4 - 6, and 7 - 9. The chi-square was equal to 13.6 (df = 4, $p < .02$). The largest departures from the expected frequencies were during the years 7 - 9 and were from both the (C) and the (U). The (C) had much more than expected above-average youngsters in math in junior high, the (U) many fewer at that grade level.

Teacher Questionnaire

The first general topic that we looked at was the possible presence of a sex effect for the teacher ratings. Does the sex of the teachers seem to be related to the pattern of their judgments (memories) about students? Again, in some cases the column totals will not be consistent across tables due to information being unavailable.

1. Knowledge of trouble outside of school. The chi-square was 18.66 (df = 4, $p < .01$). This was based on the junior high grades only. The greatest discrepancy was in the category of "suspecting trouble." The male teachers suspected trouble less often than expected and

the female teachers more often than expected. A large contribution to the chi-square also came from the category "knowledge of delinquent acts." The male teachers had much more professed knowledge than expected.

2. Knowledge of trouble inside of school. The chi-square was 27.33 (df = 5, p < .01). This was for the junior high and the elementary school grades combined, although the chi-square for the junior high alone was also significant (28.22, with df = 4, p < .01). The male teachers have less information about students generally, but they are much more knowledgable about disciplinary troubles in the case of those they do report about. The male teachers seem to have more knowledge than the female teachers about such disciplinary problems as truancy, property damage, and behavior problems.

3. Behavior problems inside of school. The chi-square was 52.61 (df = 8, p < .01). This was based on the junior high and the elementary grades combined. In this case the categories that contributed most to the chi-square were a) in contrast to the previous case, the men now claim fewer "no information" cases than the women,

b) the men were less aware than expected of a lack of attention and refusal to work, c) the men were also less aware of attention-getting problems, d) the men were more aware of frequent truancy, and e) the men were more aware of illicit smoking. The chi-square for the junior high alone was also significant at the .01 level (18.93 with 7 df.) and the primary sources of the chi-square were the same.

All the following chi-squares focus on the differences between the three groups. Also, all chi-squares are based on the data combined over grades.

4. Academic Achievement. The chi-square was 57.93 (df = 8, $p < .01$). The principal contributions to the chi-square came from the (C) being remembered as superior and average more often than expected and the (U) and the (D) as more often below average and failing. The (U) and (D) had fewer superior than expected but the (U) even less than the (D).

5. Application as a Pupil. The chi-square was 123.8 (df = 6, $p < .01$). The (C) group was remembered as the hardest working while the (D) and the (U) both seem

to have worked equally little, if at all.

6. Satisfaction in School. The chi-square was 134.2 (df = 6, $p < .01$). The (C) enjoyed the situation much more than expected while the (U) and the (D) enjoyed it much less. The (U) seemed somewhat less satisfied than the (D).

7. Social Adjustment to the School. The chi-square was 117.8 (df = 4, $p < .01$). Again the (C) group was better adjusted than expected and when compared to the (U) and (D) the latter two were very similar to each other and strikingly different from the (Cs).

8. Social Adjustment to Peers. The chi-square was 50.2 (df = 4, $p < .01$). The (C) was much better adjusted than expected and the (D) and (U) were less adjusted to peers than expected.

9. Extent of Extra-Curricular Participation. The chi-square was 34.6 (df = 6, $p < .01$). The (C) participated more than expected and the (D) and (U), who were approximately the same.

10. Type of Participation. The chi-square was 9.9 (df = 2, $p < .02$). The (C) group tended to be

followers more often than expected and the (D) and (U) were leaders more often than expected. The (U) tended to be leaders more often than did the (D) group.

11. Trouble Outside of School. The chi-square was 70.7 (df = 6, $p < .01$). The (C) had less trouble than expected and the (D) and (U) more trouble than expected.

12. Trouble Inside of School. The chi-square was 106.6 (df = 8, $p < .01$). Again, the (C) has less trouble than expected while the (D) and (U) had more. The (U) was distinguished from the (D) by much greater degree of trouble due to poor scholarship than expected.

13. Behavior Problems in School. The chi-square for behavior problems in school in terms of a more specific breakdown was 130.3 (df = 12, $p < .01$). Two variables were particularly high in the amount that they contributed to the chi-square. Aggressive acts and defacing property (overt, external hostility) was particularly high for the (U) and low for the (C). On the other hand the problem of tardiness and truancy was quite

different for the (D) and the (C), the (D), of course, being much more truant than expected and the (C) much less. The absence of problems was an important category also. The (Cs), as expected, had fewer problems than either the (U) or the (D).

14. Contact with Parent or Guardian. The chi-square for the teacher's contacts was 42.0 (df = 4, $p < .01$). The (C) had fewer school-initiated contacts than expected but had a great deal more parent-initiated ones. In contrast the (U) had more contacts initiated by the teacher but less by the parents than expected. The (D) group seemed midway between the other two; the expected frequencies were quite similar to those observed.

15. Indication of Plans. The chi-square for the teacher's memory of the student's plans was 18.4 (df = 6, $p < .02$). The main contribution to the chi-square came from the plans to continue school after junior high--the (C) had more such plans, the (U) had less than expected. The (U) were higher than expected, however, in planning to attend trade or business school, though; the

the (C) were lower on this type of continuing education.

16. *Reality of Plans*. This was the only nonsignificant chi-square run on this set of data 4.6 (df = 6, p > .02). There seemed to be teacher-judgment differences between the three groups in terms of the reasons for the nonreality of the plans.

17. *Personality Description*. The last bit of data to be presented in this section has to do with a question asking for the teacher's personality description of the students. The three groups have been analyzed in terms of the percent of teachers characterizing them as a particular personality type and this was done separately for grades K - 3, 4 - 6, 7, 8 and 9. The ninth grade data are based upon only two of the four junior high schools because the other two did not have ninth grade classes.

This has been presented in terms of a series of graphs (see Figures 1 - 5). The most clear cut result of this is the finding that the (C) are remembered as being consistently more respectful, polite, humble, cooperative, friendly and self sufficient. The (D) and the (U)

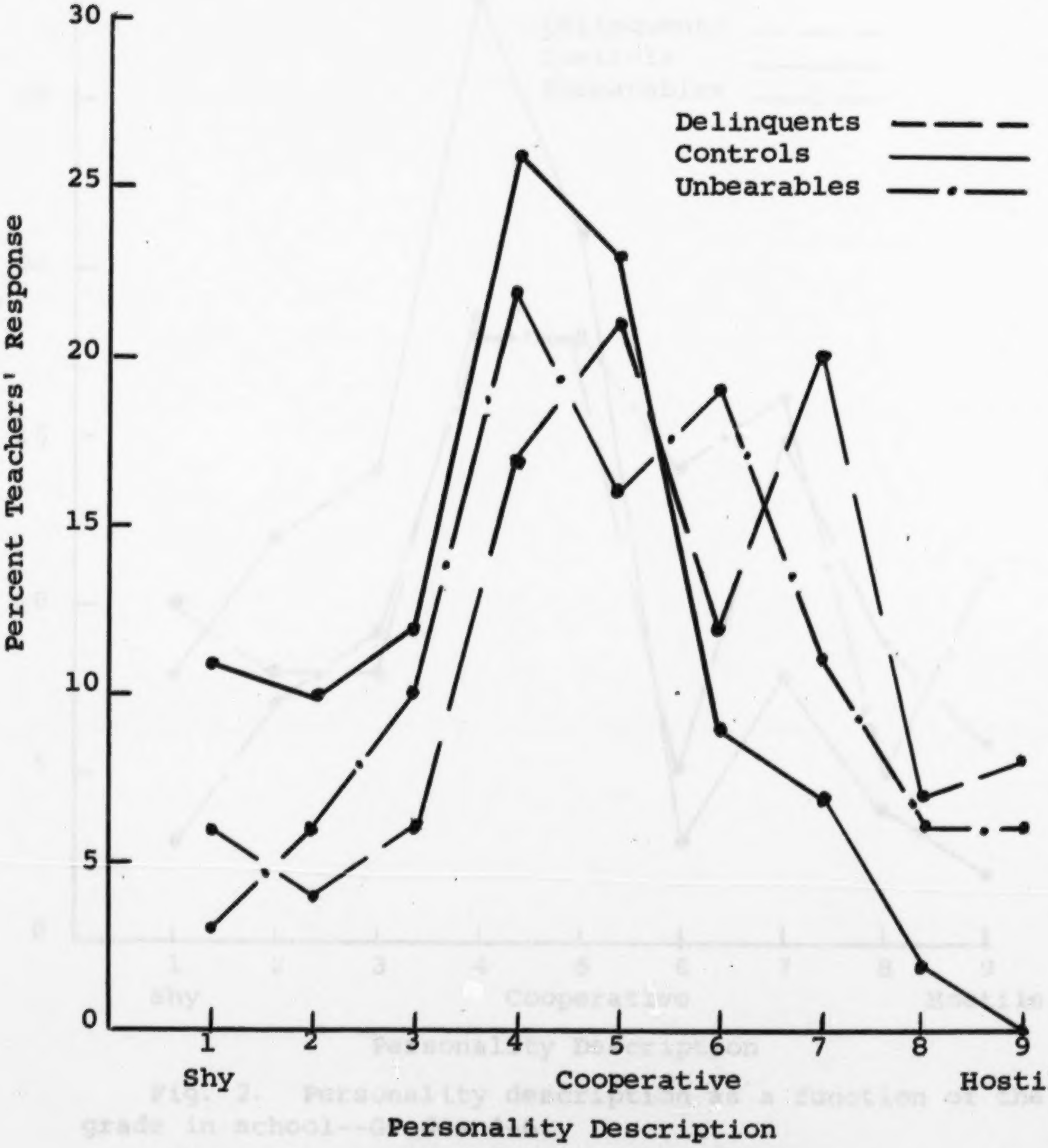


Fig. 1. Personality description as a function of the grade in school--Grades K-3.

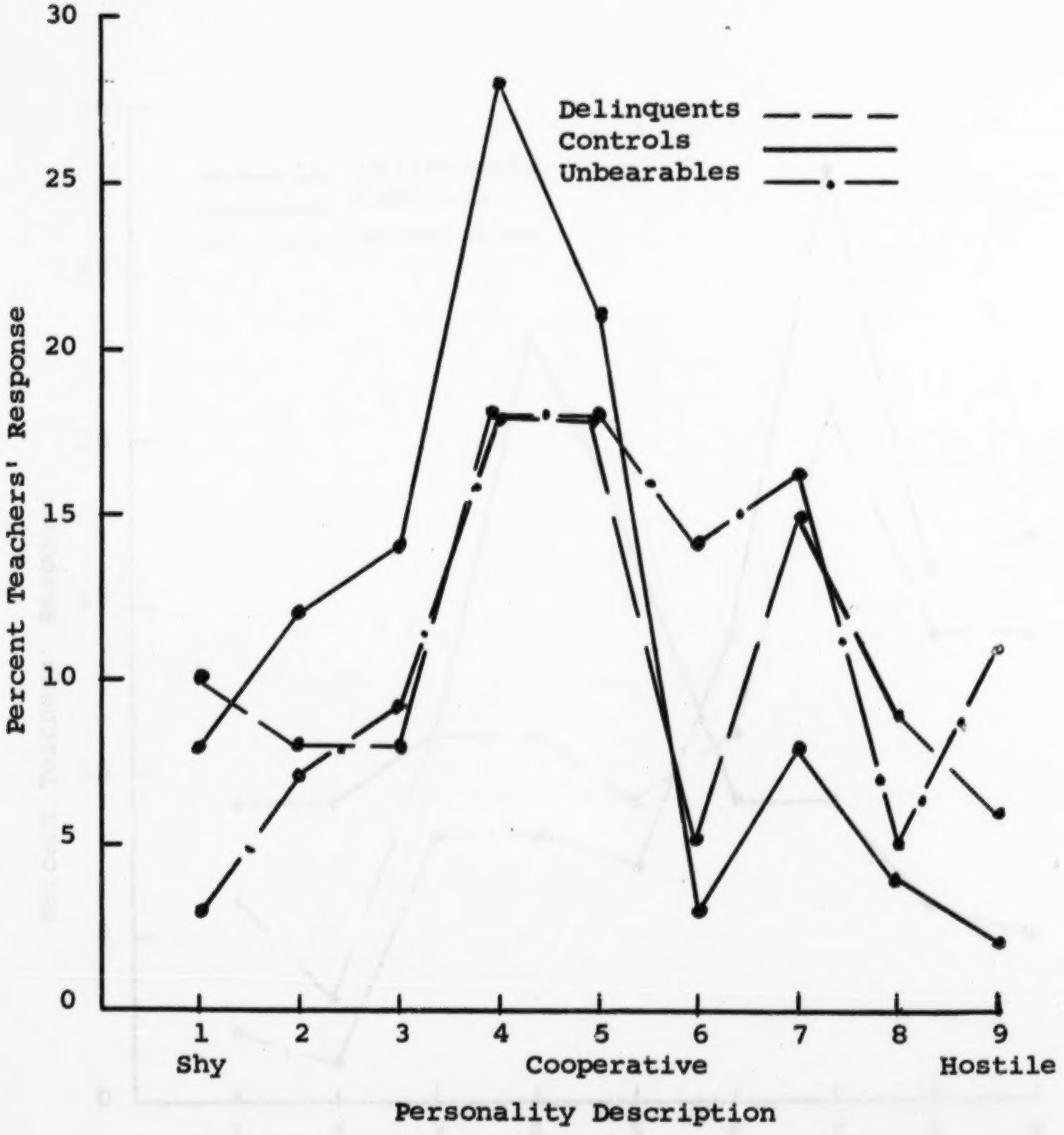


Fig. 2. Personality description as a function of the grade in school--Grades 4-6.

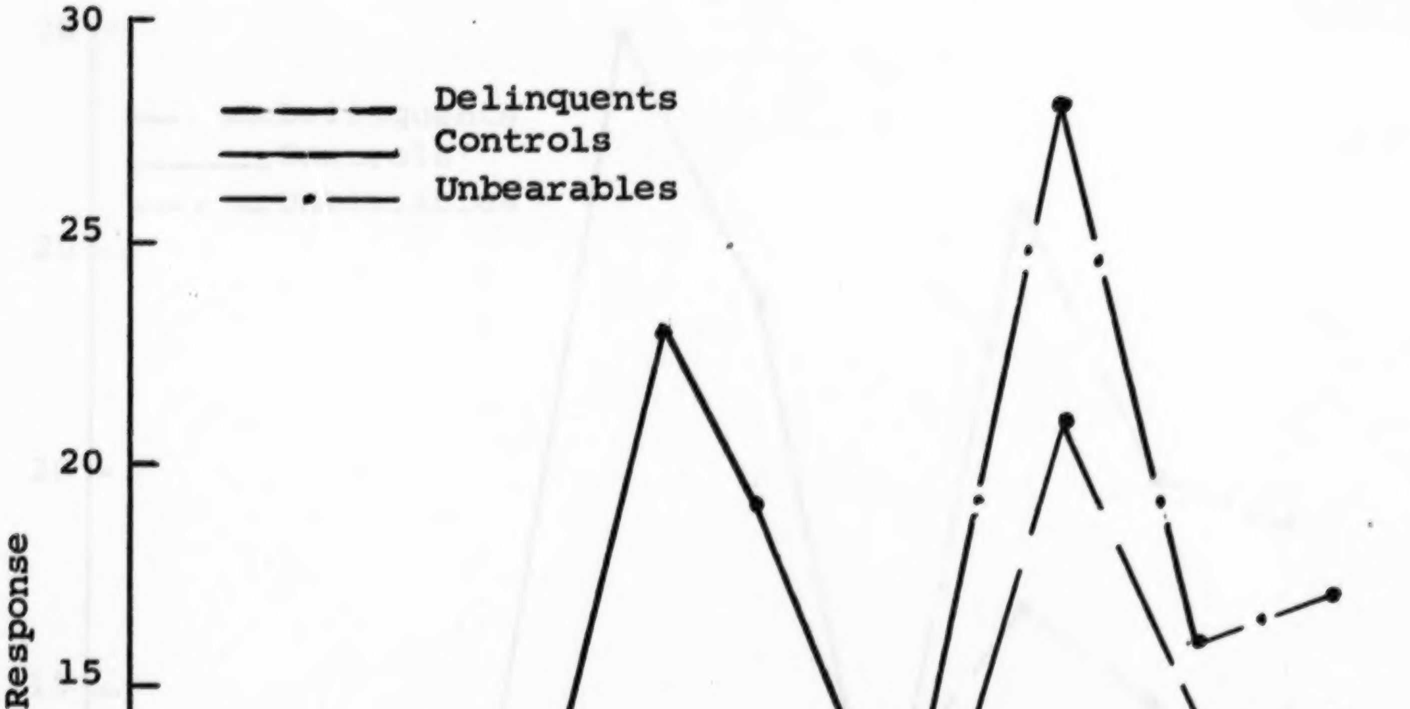


Fig. 3. Personality description as a function of the grade in school--Grade 7.

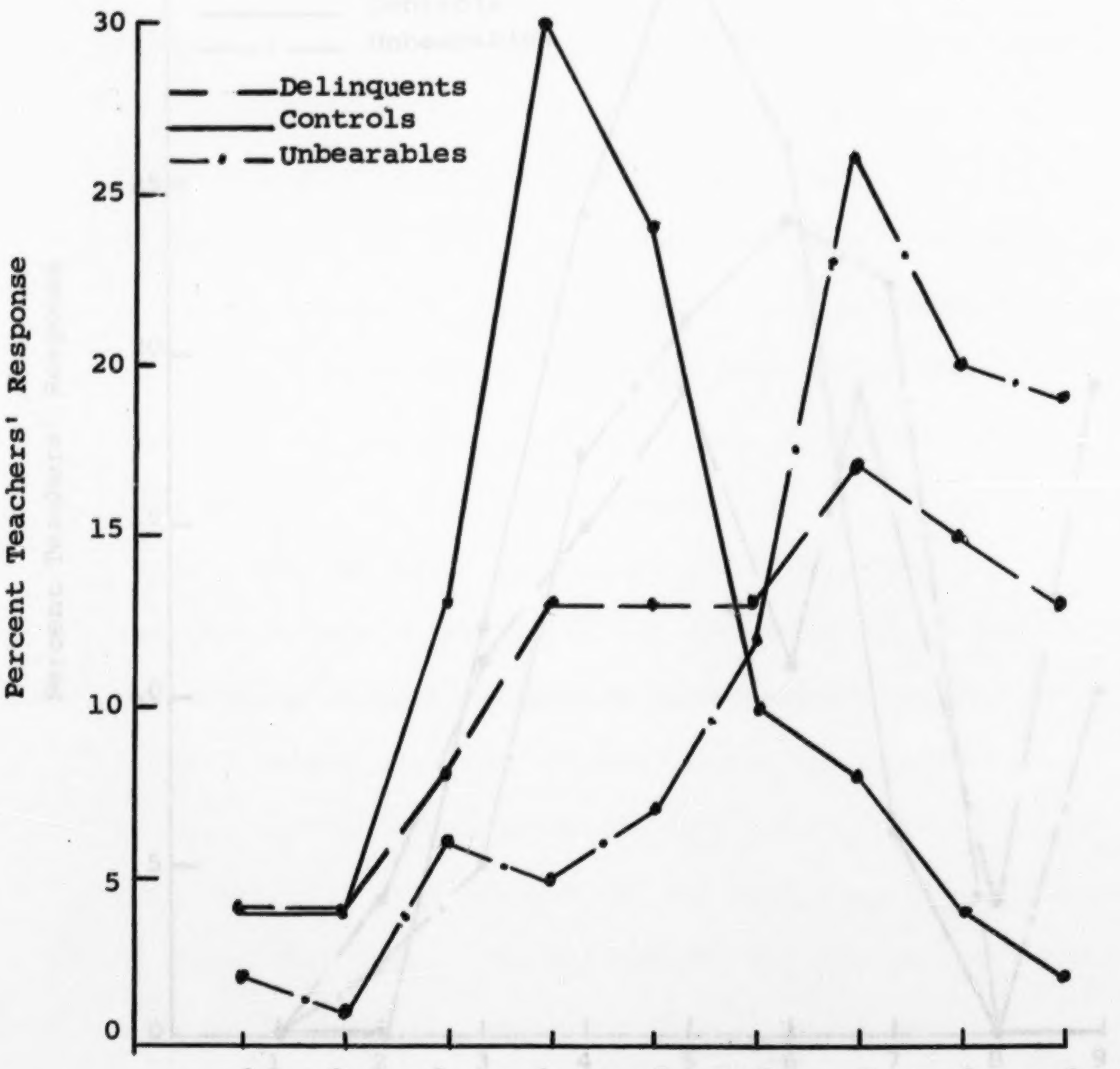


Fig. 4. Personality description as a function of the grade in school--Grade 8.

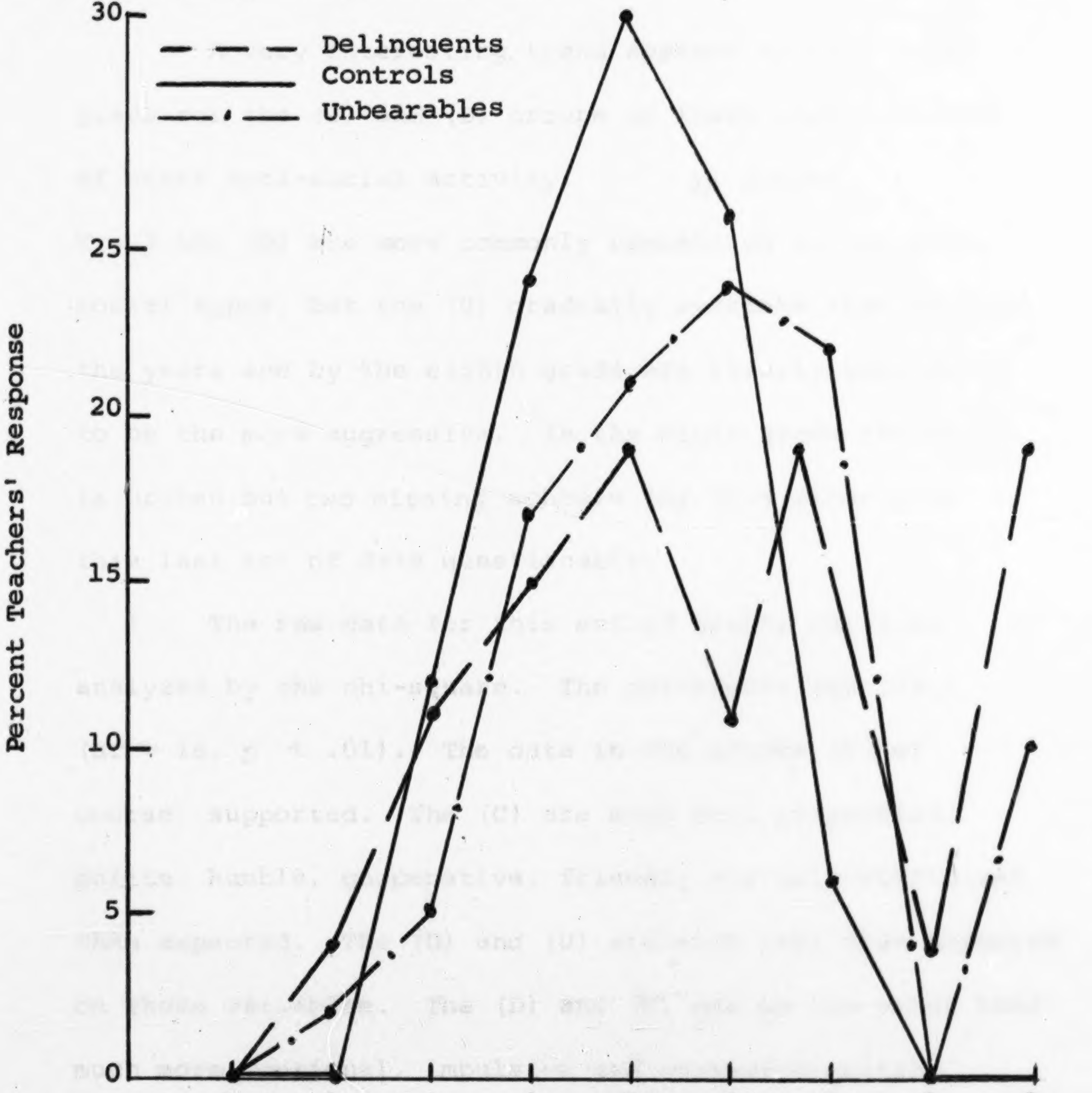


Fig. 5. Personality description as a function of the grade in school--Grade 9 (2 schools missing--no ninth grade).

appear much more similar to one another throughout the school years. The (C) are also consistently less overtly demonstrative and overtly hostile (emotional, impulsive, domineering, hostile and abusive).

A very interesting trend appears to have taken place for the (U) and (D) groups on these same variables of overt anti-social activity. In grades K - 3 the (D) are more commonly remembered as the anti-social types, but the (U) gradually overtake them through the years and by the eighth grade are clearly considered to be the more aggressive. In the ninth grade the trend is broken but two missing schools for this grade make this last set of data questionable.

The raw data for this set of graphs was also analyzed by the chi-square. The chi-square was 304.3 ($df = 16$, $p < .01$). The data in the graphs is, of course, supported. The (C) are much more respectful, polite, humble, cooperative, friendly and self-sufficient than expected. The (D) and (U) are much less than expected on these variables. The (D) and (U) are on the other hand much more emotional, impulsive and attention-getting.

Another large distinction comes in the category hostile, antagonistic, and abusive; the (C) are low here, the (D) and (U) much more frequent than expected.

Sociological Data

The following analysis may not all agree on the totals for the three groups because of the difficulty of obtaining data on some of the variables for some of the families. The following are the chi-squares that were significant at better than the .02 level.

1. Parent's past concern about behavior problems of adjustment of child. The chi-square for this comparison of the (C), (D) and (U) was 23.5 (df = 2, p < .01). The three groups were contrasted in terms of their parents previous awareness of/or concern for the child's problems. The (C) group parents were very similar to the expected frequencies but the (D) and (U) were quite disimilar. The (D) parents were much less aware and or concerned than expected while the (U) parents were much more aware and or concerned than expected.

2. Family participation in family activities.

The chi-square for this comparison was 31.8 (df = 6, $p < .01$). The three groups were contrasted in terms of the degree of participation of the whole family in activities. The (D) family participates much less than expected and the (C) family much more than expected. The (U) family participated somewhat more than expected.

3. Parents participation in vacations. The chi-square was 20.8 (df = 4, $p < .01$). The comparison was in terms of vacations taken separately, together, or not at all. The (D) were much less likely to take vacations together than expected and the (C) much more likely than expected. The three groups were approximately equal in terms of their likelihood of not taking any vacation at all, although the (D) were somewhat more likely than the other two not to take any.

4. Family participation in child's recreation. The chi-square was 33.3 (df = 2, $p < .01$). The distinction was in terms of some participation versus no participation on the part of the parents. The (D) were much more likely than expected to take no part in their children's recreation and the (C) much less likely to do

this. The (U) group fell between.

5. The parent's method of discipline. The chi-square was 21.1 (df = 6, $p < .01$). The (C) and (D) parents were the most apart in terms of the predicted cell frequencies with the (U) falling between them at nearly the predicted frequency. The (C) parents tend to use the friendly--discussion--approach to discipline while the (D) tend to use it much less than expected. The (D), on the other hand, tend to use the scolding, threatening, verbal reprimand techniques while the (C) do so much less than expected.

6. Deviations from accepted behavior norm of community among the siblings. The chi-square for the three groups in terms of presence or absence of behavior problems in the siblings was 10.6 (df = 2, $p < .01$). The primary contributor to the chi-square was the (Ds) who had much more than expected sibling delinquency. The (C) and (U) groups, surprisingly, do not differ on this question very much.

7. Attitude of child toward school. The chi-square was 15.1 (df = 4, $p < .01$) for the youngster's attitude as

judged by the parent's or the parole officer. The (C) and the (D) were most different from one another, with the (U) falling at approximately the expected frequencies. The (C) like school much more than expected, the (D) dislike it more.

8. Level of acceptance of child by teachers. The chi-square was 16.4 (df = 4, p $<$ .01) for the three groups versus whether they are judged by the parent to have been liked, average, or been in difficulty with the teachers. The (C) had less difficulty with the teachers than expected, the (U) group parent's remembered that they had a lot more difficulty than expected and the (D) were remembered to have had much more average relationships with the teachers than expected.

9. Presence of behavior problems in school. The chi-square for this comparison of the parent's report was 33.0 (df = 2, p $<$ .01). The principle contribution to the chi-square was from the (U) who had more behavior problems and the (C) who had a report of much less.

10. School mobility. The chi-square for the three groups as contrasted by their attending one junior high

school versus two was 9.6 (df = 2, $p < .02$). The (U) were more likely to attend two junior highs than expected and the (C) much less likely.

11. Participation in extra-curricular activities. The chi-square for this comparison based on the teacher report was 12.9 (df = 2, $p < .01$). The (C) group participated in activities more than expected and the (D) less than expected. The (U) were about equal to the expected frequencies.

12. Peer group relationships outside of school. The chi-square for this comparison based on the parents and the PO was 10.2 (df = 2, $p < .02$). The (C) tended more often to be a leader and the (D) more often the follower. The (U) were approximately equal to the expected frequencies.

12. Educational and vocational plans for child as expressed by the parent. The chi-square for the presence or absence of plans for the child by the parent was 12.4 (df = 2, $p < .02$). The parents of the (C) more often than expected had plans, while the (D) were less likely than expected to have plans.

Personality Test Data: Scales

In order to aid the reader in interpreting the results of this section, a very brief description of the Activities Index scales has been included (Stern, 1963).

Need-Press Scale Definitions

1. aba Abasement--ass Assurance: self depreciation versus self-confidence.
2. ach Achievement: striving for success through personal effort.
3. ada Adaptability--dfs Defensiveness: acceptance of criticism versus resistance to suggestion.
4. aff Affiliation: friendliness versus unfriendliness.
5. agg Aggression--bla Blame Avoidance: hostility versus its inhibition.
6. cha Change--sam Sameness: flexibility versus routine.
7. cnj Conjunctivity--dsj Disjunctivity: planfulness versus disorganization.
8. ctr Counteraction: restriving after failure versus withdrawal.
9. dfr Deference--rst Restiveness: respect for authority versus rebelliousness.
10. dom Dominance--tol Tolerance: ascendancy versus forbearance.

11. e/a Ego Achievement: striving for power through social action.

12. emo Emotionality--plc Placidity: expressiveness versus restraint.

13. eny Energy--pas Passivity: effort versus inertia.

14. exh Exhibitionism--inf Inferiority Avoidnace: attention-seeking versus shyness.

15. f/a Fantasied Achievement: daydreams of extraordinary public recognition.

16. har Harm Avoidance--rsk Risktaking: fearfulness versus thrillseeking.

17. hum Humanities, Social Science: interests in the Humanities and the Social Sciences.

18. imp Impulsiveness--del Deliberation: impetuousness versus reflection.

19. nar Narcissism: vanity.

20. nur Nurturance: helping others versus indifference.

21. obj Objectivity--pro Projectivity: detachment versus superstition (Al) or suspicion (El).

22. ord Order--dso Disorder: compulsive organization of details versus carelessness.

23. ply Play--work Work: pleasure-seeking versus purposefulness.

24. pra Practicalness--ipr Impracticalness: interest in practical activities versus indifference.

25. ref Reflectiveness: introspective contemplation.

26. sci Science: interests in the Natural Sciences.

27. sen Sensuality--pur Puritanism: interest in sensory and esthetic experiences versus austerity, or self-denial.

28. sex Sexuality--pru Prudishness: heterosexual interests versus their inhibition.

29. sup Supplication--aut Autonomy: dependency versus self-reliance.

30. und Understanding: intellectuality.

In order to determine whether the (C) group differed from the (D) and (U) groups, t values were calculated. The results indicated that the (C) scored significantly higher on those scales stressing intellectuality. The (C) were higher on Understanding, t = 2.88, df = 51; and Achievement, t = 3.63, df = 51. Of all the results to come out of this study, the none too surprising one that the (C) perform better on almost anything relating to achievement has been the most consistent. Clearly, results such as these were expected. The (C) subjects were also superior on scales relating to Nurturance, t = 2.62, df = 51; and on the Counteraction scale dealing with restriving after failure.

For this comparison the computed t value was 5.32 with 51 degrees of freedom. These results point to a certain amount of empathy and perseverance on the part of the (Cs), at least when compared to the average of the (D) and (U) subjects.

For some of the other scales certain surprising results were obtained. The (D) and (U) students scored significantly higher than the (Cs) on the succorance scale; t = 3.14, df = 51; humanism scale, t = 2.49, df = 51; emotionality scale, t = 2.31, df = 51; and on the play scale, t = 2.48, df = 51. The succorance scale stresses dependency as opposed to self-reliance and the results appear closer to the presumed unconscious needs of the (D) than to his overt behavior. The higher response of the (Ds) and (Us) to the humanities and social science items of the humanism scale--interests not ordinarily associated with (D) individuals--is also of considerable interest.

All the above results were for (C) subjects compared with the (D) and (U) combined as a group. In addition, however, matched t tests were also computed for the (D) versus the (Cs) and (C) versus (Us) on the Activities Index scales.

For this section of the data, the (C) subjects were found to be significantly higher than both the (D) and (U) groups on those scales stressing intellectuality and a striving for success. For the humanism scale, the computed t value was 2.52 for the (C) versue (U) comparison and 2.43 for the (D) versus (U) comparison. On the achievement scale the respective t values were 3.56 and 3.30. As in the previous section, all degrees of freedom were 51. Finally, for the counteraction items the appropriate t values were computed to be 3.96 in both comparisons. Clearly from these and the previous data, the pattern of perservance and attainment of success was evident for the (C) subjects, at least when compared with the (D) and (U), and the latter do not appear to differ much from one another.

The (C) group was also higher than the other two on harm avoidance; t = 3.90 and 3.05 respectively, and on the nurturance scale (the corresponding t values were 2.73

and 2.98). These latter results suggest that a conservative, empathic pattern of interpersonal relationships may be characteristic of the (C) youngsters.

These data cited above represent the most clear-cut results; that is those for which there was a significant difference for the (C) over both the other groups. For other isolated scales however, there were some significant differences obtained between (C) and (U) or (C) and (D) but not both. No differences were found for the (D) versus (U) comparison on any of the Activities Index scales.

Factors

The Al results may also be interpreted in terms of the 12 factors which account for most of the interpretable variance shared by the 30 scales. A brief description of each of the factors follows.

Factor 1. Self-Assertion. This factor reflects a need to achieve personal power and socio-political recognition. It is based on items which emphasize political action, directing or controlling other people, and the acceptance of roles involving considerable group attention. Score Sum: Ego Achievement, Dominance, Exhibitionism, Fantasied Achievement.

Factor 2. Audacity-Timidity. The second factor is more personally than socially oriented. The emphasis here is on aggressiveness in both physical activities and in interpersonal relationships. It is of interest that this personal aggressiveness should also be associated with a high level of interest in science. Score Sum: Risktaking, Fantasied Achievement, Aggression, Science.

Factor 3. Intellectual Interests. The factors with the highest loadings in this dimension are based on items involving various forms of intellectual activities. These include interests in the arts as well as the sciences, both abstract and empirical. Score Sum: Reflectiveness, Humanities-Social Sciences, Understanding, Science.

Factor 4. Motivation. This factor, like 1 and 2 above, represents another form in which need achievement may be expressed. Here, however, are the more conventional forms of striving most recognizable among students, involving elements of competitiveness and perseverance as well as of intellectual aspiration. Score Sum: Achievement, Counteraction, Understanding, Energy.

Factor 5. Applied Interests. A high score on this factor suggests an interest in achieving success in concrete, tangible, socially acceptable activities. The items involve orderly and conventional applications in business and science. Score Sum: Practicalness, Science, Order.

Factor 6. Orderliness. People with high scores on this factor have indicated a marked interest in activities stressing personal organization and deliberativeness. Although some of the items are concerned with long range planning and relatively high level time perspective, the major emphasis here is on the maintenance of ritual and routine and the avoidance of impulsive behavior. Score Sum: Conjunctivity, Sameness, Order, Deliberation.

Factor 7. Submissiveness. The preceding factor suggests a strong defensive system, based on rigid internal controls, for guarding against the expression of impulses. The submissiveness factor also implies a high level of control, but one which is based on social conformity and other-directedness. The items emphasize humility, deferecne, getting along with others, keeping in one's place, etc. It is of interest that the Nurturance scale items should appear in this context, suggesting that the submissive individual's interest in supportive activities is based to a considerable extent on his own unexpressed need for such help. Score Sum: Adaptability, Abasement, Nurturance, Deference.

Factor 8. Closeness. This factor is closely related to Factor 7, with which it shares both the Nurturance and Deference scales. However, the abasive and self-denying qualities implicit in Factor 7 are absent here. In their place is an acceptance of items which recognize one's need for warmth and emotional supportiveness. Score Sum: Supplication, Sexuality, Nurturance, Deference.

Factor 9. Sensuousness. The thirty items associated with this factor are concerned with activities of a sensual character. The items suggest a measure of self-indulgence along with a delight in the gratifications which may be obtained through the senses. Score Sum: Sensuality, Narcissism, Sexuality.

Factor 10. Friendliness. Persons with high scores on this factor are indicating an interest in playful, friendly relationships with other people. These interests involve simple and uncomplicated forms of amusement enjoyed in a group setting. Score Sum: Affiliation, Play.

Factor 11. Expressiveness-Constraint. This factor stresses emotional lability and freedom from self-imposed controls. Individuals with high scores on this factor are outgoing, spontaneous, impulsive, and uninhibited. Score Sum: Emotionality, Impulsiveness, Exhibitionism, Sexuality.

Factor 12. Egoism-Diffidence. This factor reflects an extreme preoccupation with self. The items are concerned with appearance and comfort, as well as with fantasies in which the self obtains unusually high levels of gratification. The responses to other items in this group suggests that reality itself is interpreted in egocentric terms, but this may be not so much a matter of autistic distortion as of narcissistic egoism. Score Sum: Narcissism, Fantasied Achievement, Projectivity.

Factor scores were generated for each of the subjects in the sample and a one-way analysis of variance calculated, followed by a Scheffé test for all two-by-two contrasts in which significant F-ratios were obtained.

These results are summarized in Figure 6 which contrasts the three groups (38 males in each) with one another on the basis of norms derived from a sample of 603 high school boys.

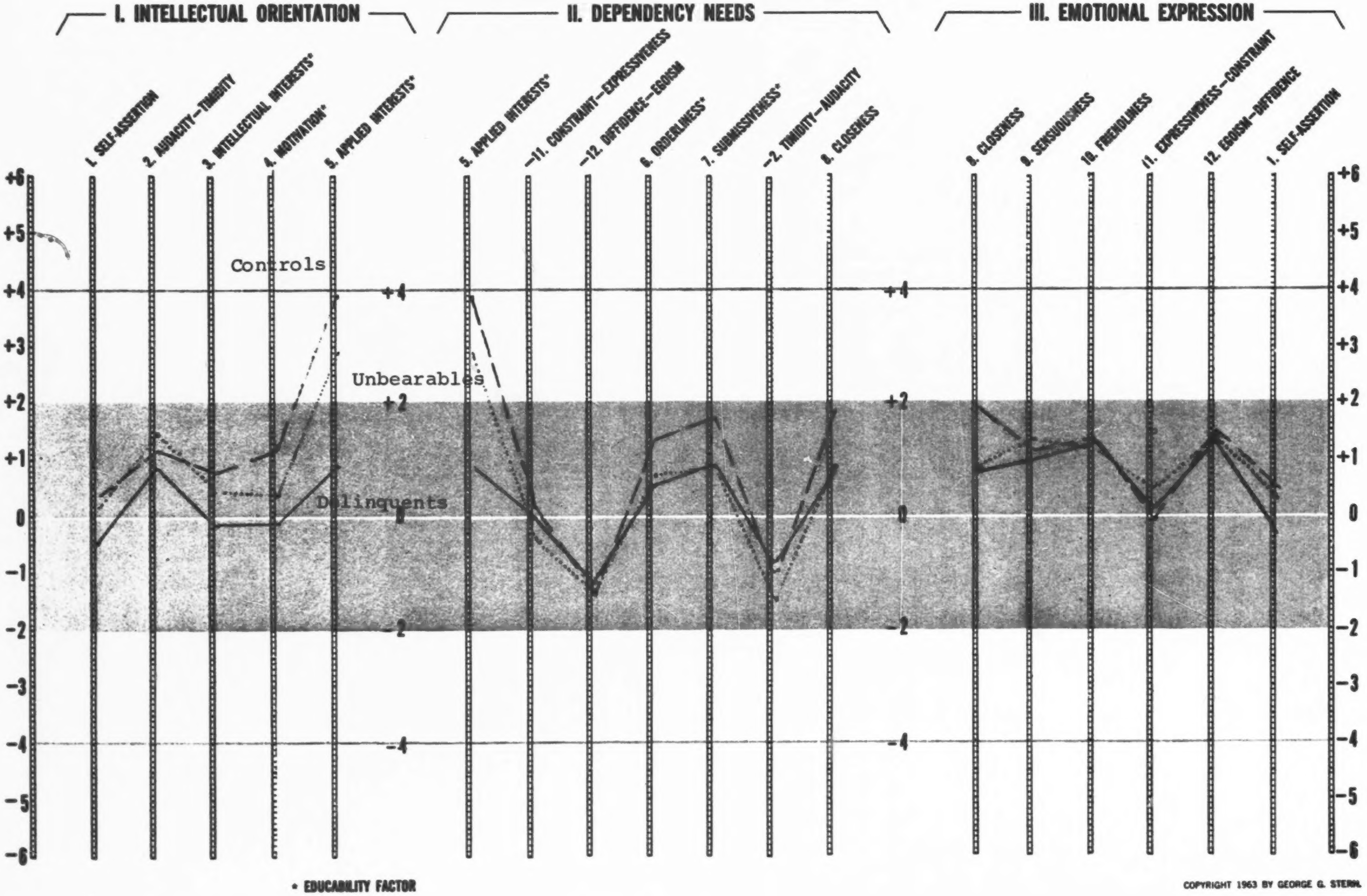
The (C) appear to be the more intellectually oriented, with marked applied interests and a tendency towards orderliness and submissiveness. This is a further reflection of the same conventionality already noted for these subjects. The only significant difference here, however, is in Factor 4, Motivation, where the (C) are higher than the (D) but do not differ from the (U).

Means, sigmas and F-ratios are given in Table 1.

and unbearables (N = 38 each).

FACTOR SCORE PROFILE— High School Male Norms **(A I)**
(N = 603)

STANDARD SCORES ($\bar{X} = 0$, $\sigma = 2$)



* EDUCABILITY FACTOR

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Table 1

Factor Means, Sigmas, and F-Ratios for the Three Groups of Male Subjects and the High School Norms

Factor	Delinquents		Controls		Unbearables		F	Norms	
	$\bar{X}$	σ	$\bar{X}$	σ	$\bar{X}$	σ		$\bar{X}$	σ
1. Self-Assertion	20.09	5.63	22.33	6.10	21.77	4.90	1.89	21.24	5.73
2. Audacity-Timidity	22.05	5.73	22.80	6.43	23.60	6.22	.69	19.59	5.45
3. Intellectual Interests	21.11	6.28	24.00	7.18	22.95	7.41	1.92	21.42	6.26
4. Motivation	22.09	3.94	25.89	4.88	23.44	5.37	7.21**	22.29	5.93
5. Applied Interests	18.89	5.55	21.02	5.70	19.72	4.46	1.83	16.84	4.62
6. Orderliness	21.23	5.03	23.15	5.09	21.91	4.32	1.80	20.10	4.87
7. Submissiveness	22.93	5.67	25.30	5.50	22.86	5.21	2.86	20.58	5.42
8. Closeness	23.14	6.74	26.37	6.17	23.65	6.29	3.25*	21.11	6.00
9. Sensuousness	17.09	4.50	17.24	4.62	17.63	4.37	.16	14.45	5.04
10. Friendliness	13.05	2.90	13.20	3.32	12.72	3.52	.24	10.34	4.33
11. Expressiveness-Constraint	19.64	4.76	18.83	5.42	20.70	4.84	1.51	19.50	5.83
12. Egoism-Diffidence	16.34	4.84	16.87	4.41	16.53	3.68	.17	13.69	4.43

*p < .05

**p < .01

DISCUSSION

The intent in this final section of the report was to discuss the general results of the study and how they focused on the objectives of the project. Indeed, an attempt was made to keep this material from becoming another results section, but at the same time, to give the reader an overall picture of the data.

As stated in the introduction, one of the main purposes of the study was to specify those modes of interpersonal behavior which distinguished delinquents from non-delinquents. The main section of results for this came from the Teacher Questionnaire and Parental Interview.

Generally speaking, the results indicated that when they did participate in school activities the (D) and (U) youngsters tended to be leaders rather than followers. This was especially true of the (U) subjects. Unfortunately data were not available to determine whether this was a coercive type of leadership, although one would suspect that this might be true. Other data from the study tends to lend support to this hypothesis. From the Parental Interviews it was determined that the parents of the (D) subjects tended to use more physically oriented modes of discipline than did the (C) parents and possibly this became the (Ds) mode of behavior when they controlled a situation.

Also related to interpersonal behavior were the data which indicated that the adjustment of the (C) group to both school and peers was far superior to that of the other groups. Clearly, these results were as expected. Both evidence from the literature and from anecdotal reports shows the (D) to be poorly adjusted socially. We have confirmed this.

Somewhat surprising results from the Parental Interviews on the student's peer group relationships outside of school show that the (C) group tended to be leaders, while the (Ds) followed. It could not be determined whether this discrepancy was due to a difference between the teachers' and parents' observations or whether it presented an in-school versus an out-of-school difference. This latter hypothesis appeared to be somewhat less likely than the possibility of parental pride.

The second major purpose of the project was to evaluate the responses made by both parents and teachers to a child's delinquent behavior. Perhaps a logical starting point for the discussion of the pertinent data in this area would be to look at whether the teachers and parents were even aware of or suspected the existence of any problems.

An interesting result was that the male teachers suspected trouble less often than the female teachers in terms of "outside of school" behavior problems. On the other hand, the male teachers reported recalling more about disciplinary trouble inside the school than did the female teachers. This might conceivably be due to the fact that the male teachers tend to have such problems referred to them for handling, but it may also be that they tend to elicit more hostile responses from delinquent boys anyway.

Both teachers and parents report less trouble for the (C) both inside and outside of school, as expected. This helps to support the validity of their responses since the (Ds) and (Us) were in fact selected on the basis of whether or not they had in fact been in trouble with the community or in the school. However, there is no conclusive evidence available to indicate what the response of the teachers was to the behavior of the subjects. Additional data again showed that the teachers regarded the (C) students as polite and cooperative, and were inclined to classify the (U) and (D) subjects as aggressive, hostile and abusive. However, the teachers' overt responses to this behavior could not be determined.

In terms of the parents' responses to their child's problems, some very interesting results were found. The parents of the (D) youngsters were generally unaware and/or unconcerned with their child's problems, while the (U) parents were very much concerned. They reported that they were aware that the teachers had a lot of trouble with their child. The (Us) had also moved about more and had been enrolled in more schools. The (C) parents reported average child-teacher relationships, which was indeed expected.

Some insight into the responses of the parents of the three groups of subjects to their child's actions was indicated in those data bearing on family participation. It was very likely that the (D's) parents took no part in their activities or indeed participated in any family activities. This verifies the frequent report by (Ds) of no parental guidance, interest, etc. In addition, when the parents of the (D) youngsters did respond to their child's being in trouble, it was likely to be physical discipline, as opposed to a more Socratic type of treatment found in the (C) homes. For this analysis, the (U) parents tended to fall somewhere in between.

The Activities Index results showed that the (C) students put emphasis on achievement-oriented, goal-directed types of behavior. They differed considerably from the (D) subjects in this respect, but not from the (U).

The findings in general suggest that the (U) and (D) subjects are not the same. The former seem to have focussed specifically on the school setting as one in which to rebel, displaying a great deal of resentment in their responses here and at home. There is a family relationship, but it might perhaps be better described as involving negative closeness. The (D) youngsters on the other hand seem to have been turned off much earlier and are much more nearly indifferent to the school process. The distance between them and their parents suggested by these data is seemingly too great to bridge any more, and the implication is that their hostility is directed then against the entire world, and not just the parent surrogates of the schools who seem to be the (Us) preferred target.

The sources of these differences are not clear. The subjects were too few, and too homogeneous in class background perhaps, to bring this into better focus. There is something in the life pattern of the (U) which narrows his aggression and keeps him out of trouble with the juvenile authorities. The response of the teachers to such behavior, and the differences in their handling of (D) and (U) type students is in clear need of investigation. Such a study will require a concurrent analysis, however, unlike the essentially retrograde design employed in the present case.

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APPENDIX I

QUESTIONNAIRE FORMS

Activities Index
Interview with Parents
Code for Parent Interview Summary
Teacher Questionnaire
Code for Teacher Questionnaire
Code for Academic Achievement and Attendance Record Summary

STERN ACTIVITIES INDEX

Form 1158

George G. Stern, Syracuse University

This booklet contains a number of brief statements describing many different kinds of activities. You will like some of these things. They will seem more pleasant than unpleasant to you, perhaps even highly enjoyable. There will be others that you will dislike, finding them more unpleasant than pleasant. The activities listed in this booklet have been obtained from a great many different persons. People differ in the kinds of things they enjoy, like to do, or find pleasant to experience. You are to decide which of these you like and which you dislike.

DIRECTIONS

Print the information called for at the top of the special answer sheet: your name, the date, your age and sex, etc. Then, as you read each item, *blacken* space

L — if the item describes an activity or event that you would like, enjoy, or find more pleasant than unpleasant.

D — if the item describes an activity or event that you would dislike, reject, or find more unpleasant than pleasant.

Be sure to fill in the whole space between the dotted lines with a heavy, black mark, using the special pencil provided. You need not spend much time on any one item; go through the list quickly, being sure to answer *every* item. Do not make any marks in this booklet.

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Distributed by Psychological Research Center
Syracuse University

Legend: L - if the item describes an activity or event that you would like, enjoy, or find more pleasant than unpleasant.

D - if the item describes an activity or event that you would dislike, reject, or find more unpleasant than pleasant.

1. Taking the blame for something done by someone I like.
2. Setting difficult goals for myself.
3. Concealing a failure or humiliation from others.
4. Having other people let me alone.
5. Getting what is coming to me even if I have to fight for it.

6. Being quite changeable in my likes and dislikes.
7. Scheduling time for work and play during the day.
8. Working twice as hard at a problem when it looks as if I don't know the answer.
9. Seeing someone make fun of a person who deserves it.
10. Persuading a group to do something my way.

11. Being a newspaperman who crusades to improve the community.
12. Listening to music that makes me feel very sad.
13. Taking up a very active outdoor sport.
14. Keeping in the background when I'm with a group of wild, fun-loving, noisy people.
15. Toughening myself, going without an overcoat, seeing how long I can go without food or sleep, etc.

16. Diving off the tower or high board at a pool.
17. Learning about the causes of some of our social and political problems.
18. Doing something crazy occasionally, just for the fun of it.
19. Imagining what I would do if I could live my life over again.
20. Feeding a stray dog or cat.

21. Taking special precautions on Friday, the 13th.
22. Washing and polishing things like a car, silverware, or furniture.
23. Making my work go faster by thinking of the fun I can have after it's done.
24. Being good at typewriting, knitting, carpentry, or other practical skills.
25. Understanding myself better.

26. Learning how to prepare slides of plant and animal tissue, and making my own studies with a microscope.
27. Holding something very soft and warm against my skin.
28. Talking about how it feels to be in love.
29. Belonging to a close family group that expects me to bring my problems to them.
30. Concentrating intently on a problem.

31. Suffering for a good cause or for someone I love.
32. Working for someone who will accept nothing less than the best that's in me.
33. Defending myself against criticism or blame.
34. Going to the park or beach with a crowd.
35. Shocking narrow minded people by saying and doing things of which they disapprove.

36. Getting up and going to bed at the same time each day.
37. Planning a reading program for myself.
38. Returning to a task which I have previously failed.
39. Doing what most people tell me to do, to the best of my ability.
40. Having other people depend on me for ideas or opinions.

41. Being an important political figure in a time of crisis.
42. Crying at a funeral, wedding, graduation, or similar ceremony.
43. Exerting myself to the utmost for something unusually important or enjoyable.
44. Wearing clothes that will attract a lot of attention.
45. Working until I'm exhausted, to see how much I can take.

46. Being careful to wear a raincoat and rubbers when it rains.
47. Studying the music of particular composers, such as Bach, Beethoven, etc.
48. Acting impulsively just to blow off steam.
49. Thinking about ways of changing my name to make it sound striking or different.
50. Discussing with younger people what they like to do and how they feel about things.

Legend: L - if the item describes an activity or event that you would like, enjoy, or find more pleasant than unpleasant.

D - if the item describes an activity or event that you would dislike, reject, or find more unpleasant than pleasant.

51. Waiting for a falling star, white horse, or some other sign of success before I make an important decision.
52. Keeping my bureau drawers, desk, etc., in perfect order.
53. Spending most of my extra money on pleasure.
54. Learning how to repair such things as the radio, sewing machine, or car.
55. Thinking about different kinds of unusual behavior, like insanity, drug addiction, crime, etc.

56. Studying wind conditions and changes in atmospheric pressure in order to better understand and predict the weather.
57. Eating after going to bed.
58. Watching a couple who are crazy about each other.
59. Working for someone who always tells me exactly what to do and how to do it.
60. Finding the meaning of unusual or rarely used words.

61. Being polite or humble no matter what happens.
62. Setting higher standards for myself than anyone else would, and working hard to achieve them.
63. Admitting when I'm in the wrong.
64. Leading an active social life.
65. Doing something that might provoke criticism.

66. Rearranging the furniture in the place where I live.
67. Putting off something I don't feel like doing, even though I know it has to be done.
68. Having to struggle hard for something I want.
69. Listening to a successful person tell about his experience.
70. Getting my friends to do what I want to do.

71. Taking an active part in social and political reform.
72. Avoiding excitement or emotional tension.
73. Staying up all night when I'm doing something that interests me.
74. Speaking at a club or group meeting.
75. Imagining myself president of the United States.

76. Crossing streets only at the corner and with the light.
77. Listening to TV or radio programs about political and social problems.
78. Being in a situation that requires quick decisions and action.
79. Pausing to look at myself in a mirror each time I pass one.
80. Helping to collect money for poor people.

81. Paying no attention to omens, signs, and other forms of superstition.
82. Keeping an accurate record of the money I spend.
83. Dropping out of a crowd that spends most of its time playing around or having parties.
84. Helping to direct a fund drive for the Red Cross, Community Chest, or other organization.
85. Imagining life on other planets.

86. Reading articles which tell about new scientific developments, discoveries, or inventions.
87. Chewing on pencils, rubber bands, or paper clips.
88. Talking about who is in love with whom.
89. Being a lone wolf, free of family and friends.
90. Spending my time thinking about and discussing complex problems.

91. Trying to figure out how I was to blame after getting into an argument with someone.
92. Competing with others for a prize or goal.
93. Being ready with an excuse or explanation when criticized.
94. Meeting a lot of people.
95. Arguing with an instructor or superior.

96. Being generally consistent and unchanging in my behavior.
97. Going to a party where all the activities are planned.
98. Doing a job under pressure.
99. Going along with a decision made by a supervisor or leader rather than starting an argument.
100. Organizing groups to vote in a certain way in elections.

Legend: L - if the item describes an activity or event that you would like, enjoy, or find more pleasant than unpleasant.

D - if the item describes an activity or event that you would dislike, reject, or find more unpleasant than pleasant.

101. Living a life which is adventurous and dramatic.
102. Having someone for a friend who is very emotional.
103. Sleeping long hours every night in order to have lots of rest.
104. Playing music, dancing, or acting in a play before a large group.
105. Thinking about what I could do that would make me famous.

106. Riding a fast and steep roller coaster.
107. Comparing the problems and conditions of today with those of various times in the past.
108. Doing whatever I'm in the mood to do.
109. Daydreaming about what I would do if I could live my life any way I wanted.
110. Comforting someone who is feeling low.

111. Avoiding things that might bring bad luck.
112. Arranging my clothes neatly before going to bed.
113. Getting as much fun as I can out of life, even if it means sometimes neglecting more serious things.
114. Learning how to make such things as furniture or clothing myself.
115. Trying to figure out why the people I know behave the way they do.

116. Doing experiments in physics, chemistry or biology in order to test a theory.
117. Sleeping in a very soft bed.
118. Seeing love stories in the movies.
119. Having someone in the family help me out when I'm in trouble.
120. Working crossword puzzles, figuring out moves in checkers or chess, playing anagrams or scrabble, etc.

121. Admitting defeat.
122. Taking examinations.
123. Being corrected when I'm doing something the wrong way.
124. Belonging to a social club.
125. Teasing someone who is too conceited.

126. Moving to a new neighborhood or city, living in a different country, etc.
127. Finishing something I've begun, even if it is no longer enjoyable.
128. Staying away from activities which I don't do well.
129. Following directions.
130. Being able to hypnotize people.

131. Playing an active part in community affairs.
132. Going on an emotional binge.
133. Walking instead of riding whenever I can.
134. Doing something that will create a stir.
135. Thinking about winning recognition and acclaim as a brilliant military figure.

136. Standing on the roof of a tall building.
137. Studying different types of government, such as the American, English, Russian, German, etc.
138. Doing things on the spur of the moment.
139. Having lots of time to take care of my hair, hands, face, clothing, etc.
140. Having people come to me with their problems.

141. Being especially careful the rest of the day if a black cat should cross my path.
142. Recopying notes or memoranda to make them neat.
143. Finishing some work even though it means missing a party or dance.
144. Working with mechanical appliances, household equipment, tools, electrical apparatus, etc.
145. Thinking about what the end of the world might be like.

146. Studying the stars and planets and learning to identify them.
147. Listening to the rain fall on the roof, or the wind blow through the trees.
148. Flirting.
149. Knowing an older person who likes to give me guidance and direction.
150. Being a philosopher, scientist, or professor.

Legend: L - if the item describes an activity or event that you would like, enjoy, or find more pleasant than unpleasant.

D - if the item describes an activity or event that you would dislike, reject or find more unpleasant than pleasant.

151. Having people laugh at my mistakes.
152. Working on tasks so difficult I can hardly do them.
153. Keeping my failures and mistakes to myself.
154. Going to parties where I'm expected to mix with the whole crowd.
155. Annoying people I don't like, just to see what they will do.

156. Leading a well-ordered life with regular hours and an established routine.
157. Planning ahead so that I know every step of a project before I get to it.
158. Avoiding something at which I have once failed.
159. Turning over the leadership of a group to someone who is better for the job than I.
160. Being an official or a leader.

161. Actively supporting a movement to correct a social evil.
162. Letting loose and having a good cry sometimes.
163. Taking frequent rest periods when working on any project.
164. Being the only couple on the dance floor when everyone is watching.
165. Imagining situations in which I am a great hero.

166. Driving fast.
167. Talking about music, theater or other art forms with people who are interested in them.
168. Controlling my emotions rather than expressing myself impulsively.
169. Catching a reflection of myself in a mirror or window.
170. Lending my things to other people.

171. Carrying a good luck charm like a rabbit's foot or a four-leaf clover.
172. Making my bed and putting things away every day before I leave the house.
173. Going to a party or dance with a lively crowd.
174. Managing a store or business enterprise.
175. Seeking to explain the behavior of people who are emotionally disturbed.

176. Going to scientific exhibits.
177. Chewing or popping gum.
178. Reading novels and magazine stories about love.
179. Having others offer their opinions when I have to make a decision.
180. Losing myself in hard thought.

181. Accepting criticism without talking back.
182. Doing something very difficult in order to prove I can do it.
183. Pointing out someone else's mistakes when they point out mine.
184. Having lots of friends who come to stay with us for several days during the year.
185. Playing practical jokes.

186. Doing things a different way every time I do them.
187. Keeping to a regular schedule, even if this sometimes means working when I don't really feel like it.
188. Quitting a project that seems too difficult for me.
189. Listening to older persons tell about how they did things when they were young.
190. Organizing a protest meeting.

191. Getting my friends to change their social, political, or religious beliefs.
192. Yelling with excitement at a ball game, horse race, or other public event.
193. Having something to do every minute of the day.
194. Speaking before a large group.
195. Imagining how it would feel to be rich and famous.

196. Playing rough games in which someone might get hurt.
197. Finding out how different languages have developed, changed, and influenced one another.
198. Letting my reasoning be guided by my feelings.
199. Dressing carefully, being sure that the colors match and the various details are exactly right.
200. Taking care of youngsters.

Legend: L - if the item describes an activity or event that you would like, enjoy, or find more pleasant than unpleasant.

D - if the item describes an activity or event that you would dislike, reject, or find more unpleasant than pleasant.

201. Having a close friend who ignores or makes fun of superstitious beliefs.
202. Shining my shoes and brushing my clothes every day.
203. Giving up whatever I'm doing rather than miss a party or other opportunity for a good time.
204. Fixing light sockets, making curtains, painting things, etc., around the house.
205. Reading stories that try to show what people really think and feel inside themselves.

206. Collecting data and attempting to arrive at general laws about the physical universe.
207. Sketching or painting.
208. Daydreaming about being in love with a particular movie star or entertainer.
209. Having people fuss over me when I'm sick.
210. Engaging in mental activity.

211. Making a fuss when someone seems to be taking advantage of me.
212. Choosing difficult tasks in preference to easy ones.
213. Apologizing when I've done something wrong.
214. Going to the park or beach only at times when no-one else is likely to be there.
215. Questioning the decisions of people who are supposed to be authorities.

216. Eating my meals at the same hour each day.
217. Doing things according to my mood, without following any plan.
218. Doing something over again, just to get it right.
219. Disregarding a supervisor's directions when they seem foolish.
220. Talking someone into doing something I think ought to be done.

221. Trying to improve my community by persuading others to do certain things.
222. Being with people who seem always to be calm, unstirred, or placid.
223. Giving all of my energy to whatever I happen to be doing.
224. Being the center of attention at a party.
225. Setting myself tasks to strengthen my mind, body, and will power.

226. Skiing on steep slopes, climbing high mountains, or exploring narrow underground caves.
227. Learning more about the work of different painters and sculptors.
228. Speaking or acting spontaneously.
229. Imagining the kind of life I would have if I were born at a different time in a different place.
230. Talking over personal problems with someone who is feeling unhappy.

231. Going ahead with something important even though I've just accidentally walked under a ladder, broken a mirror, etc.
232. Keeping my room in perfect order.
233. Being with people who are always joking, laughing, and out for a good time.
234. Being treasurer or business manager for a club or organization.
235. Imagining what it will be like when rocket ships carry people through space.

236. Reading scientific theories about the origin of the earth and other planets.
237. Eating so much I can't take another bite.
238. Listening to my friends talk about their love-life.
239. Receiving advice from the family.
240. Solving puzzles that involve numbers or figures.

241. Taking the part of a servant or waiter in a play.
242. Sacrificing everything else in order to achieve something outstanding.
243. Having my mistakes pointed out to me.
244. Going on a vacation to a place where there are lots of people.
245. Fighting for something I want, rather than trying to get it by asking.

246. Avoiding any kind of routine or regularity.
247. Organizing my work in order to use time efficiently.
248. Avoiding something because I'm not sure I'll be successful at it.
249. Carrying out orders from others with snap and enthusiasm.
250. Directing other people's work.

Legend: L - if the item describes an activity or event that you would like, enjoy, or find more pleasant than unpleasant.

D - if the item describes an activity or event that you would dislike, reject, or find more unpleasant than pleasant.

251. Being a foreign ambassador or diplomat.
252. Seeing sad or melodramatic movies.
253. Avoiding things that require intense concentration.
254. Telling jokes or doing tricks to entertain others at a large gathering.
255. Pretending I am a famous movie star.

256. Swimming in rough, deep water.
257. Studying the development of English or American literature.
258. Being guided by my heart rather than by my head.
259. Making my handwriting decorative or unusual.
260. Taking care of someone who is ill.

261. Finding out which days are lucky for me, so I can hold off important things to do until then.
262. Having a special place for everything and seeing that each thing is in its place.
263. Doing something serious with my leisure time instead of just playing around with the crowd.
264. Learning how to raise attractive and healthy plants, flowers, vegetables. etc.
265. Thinking about the meaning of eternity.

266. Reading about how mathematics is used in developing scientific theories, such as explanations of how the planets move around the sun.
267. Walking along a dark street in the rain.
268. Being romantic with someone I love.
269. Having people talk to me about some personal problem of mine.
270. Following through in the development of a theory, even though it has no practical applications.

271. Telling others about the mistakes I have made and the sins I have committed.
272. Picking out some hard task for myself and doing it.
273. Concealing my mistakes from others whenever possible.
274. Inviting a lot of people home for a snack or party.
275. Proving that an instructor or superior is wrong.

276. Staying in the same circle of friends all the time.
277. Striving for precision and clarity in my speech and writing.
278. Giving up on a problem rather than doing it in a way that may be wrong.
279. Having friends who are superior to me in ability.
280. Influencing or controlling the actions of others.

281. Converting or changing the views of others.
282. Being unrestrained and open about my feelings and emotions.
283. Doing things that are fun but require lots of physical exertion.
284. Doing things which will attract attention to me.
285. Thinking about how to become the richest and cleverest financial genius in the world.

286. Being extremely careful about sports that involve some danger like sailing, hunting, or camping.
287. Reading editorials or feature articles on major social issues.
288. Making up my mind slowly, after considerable deliberation.
289. Trying out different ways of writing my name, to make it look unusual.
290. Providing companionship and personal care for a very old helpless person.

291. Going to a fortune-teller, palm reader or astrologer for advice on something important.
292. Keeping a calendar or notebook of the things I have done or plan to do.
293. Limiting my pleasures so that I can spend all of my time usefully.
294. Being efficient and successful in practical affairs.
295. Concentrating so hard on a work of art or music that I don't know what's going on around me.

296. Studying rock formations and learning how they developed.
297. Reading in the bathtub.
298. Reading about the love affairs of movie stars and other famous people.
299. Being with someone who always tries to be sympathetic and understanding.
300. Working out solutions to complicated problems, even though the answers may have no apparent, immediate usefulness.

Interview with Parents

As you know from our letter, we are making a study of teen agers. We hope to find out what things they like to do, and what they don't like to do. We want to learn in what ways they are different and in what ways they are alike. We also want to try to understand the more personal things in their lives that ordinarily are not known by outsiders. That is why we have come to you. We feel that as a parent, you can be extremely helpful to us in this study, and that you could give us information that we could not get in any other way.

Neither your name nor your child's name will appear in any results published from this study, but the kind of information you can give us will be very helpful in understanding teen agers all over the country.

Some of my questions may seem quite personal. You don't have to answer any question if you don't want to.

Before we start, would you like to ask me any questions about it?

****

1. Where was your child born? ....
2. (If not parent) What is your relationship to child? ....
3. Where was mother born? ....Father's birthplace ....
   ....
4. Has your family moved furing the last five years? ....
   How many times? ....
5. Who are the members of your household? Husband .... Wife ....

No. of children at home ..... No. of children in family ..... Do any relatives live with you? (specify) ..... Anyone who is not a relative .....

6. Has your child ever lived with any one other than his parents? ..... (If yes, specify) ....

Occupation and Education of Parents

7. Is mother employed? ..... At what kind of job? .... Full-time? ..... More than one full-time job? .....Part-time..... What was the highest grade mother completed in school?........ (If below 8th grade) Was there any special reason why you left school then?.. (If mother is absent from home, indicate here, giving reason for absence)...

8. Could you tell me a little about child's father?.............. ....(If absent, give reason for absence). Does he work full-time?.....What kind of work does he do?........................Does he have more than one full-time job?.....Part-time?.....How many years of schooling did he complete?.....(If below 8th grade) Was there any special reason why he left school then........................ ....

Sources of Income

9. (If no one employed) Can you tell me how you manage?.......... Investments, rent, etc. ....
A.D.D......O.A.A.....G.A.....A.B.....A.P.T.D............
O.A.S.I. ..... Disability pension ..... Non-disability pension ..... Private insurance ..... Unempl. Comp............

10. (If some one is employed in family) Do you have any additional income such as from rent ..... pensions ..... insurance ...... other ....

Family Activities

11. Are there any things that your family usually do all together? For example, eating meals together ..... going to church together ..... picnics, vacations, other recreation .... work around the house ..... Do you do any of these things together sometimes ..... once in a while ..... never ....

Do you and your child usually take your vacations separately ..... together ..... (Specify) ....

12. Some married couples enjoy doing many things together; some find that they do very few things together. Could you tell me if you and your husband are interested in some of the same things, spending time with the same people, etc. ..... Or do you each follow your own separate interests? ....

Parents' Activities

13. All parents spend a certain amount of time away from their homes in activities such as working, belonging to organizations, having a good time, going to night school, etc. Would you give me some idea of how much time you and your husband spend away from home in such activities?

Mother: Employment ....(no. of hours per work)
Recreation ....
Organizations ....
Other (incl. transportation) ....

Father: Employment ....
Recreation ....
Organizations........
Other...............

14. When did your child have his last physical examination? .... Does he need medical care? ..... Has he been under a doctor's care for any reason?....... Could you tell me why? .... Has he ever had to be in a hospital? .... For what reason? .... Does he have any physical handicap? ..... Has he had any serious illness? (Specify)..............

Medical

15. Would you tell me a little about how your child gets along with other members of the family? His father ....
His mother or guardian ....
His brothers or sisters ....
Are there any activities that he especially enjoys doing with his brothers or sisters? ....

Child-Family Relationships

16. Is there any adult outside of your immediate family that your child seems to like a great deal? .... Whom .... What do they do together ....

17. Does your child have any regular chores at home? .... Does he do them willingly ..... Reluctantly .... Refuses to do any ..... Does your child earn any money outside of the home? ..... How do you feel about this? ....

18. Does your child have his own bedroom? ..... Does he share it? ..... With whom? .... How many rooms in dwelling?....

19. What ways do you use to try to get your child to act the way you think he should act? ....

20. How do you and your husband feel about the responsibility of raising children? .... Entirely the mother's job ..... Mostly the father's responsibility ..... Something you both do together ....

School

21. How is your child getting along in school? ....

School work ....
Behavior and attitude ....
Extracurricular activities.........
Positions of leadership............
Does he like school? ..... Dislike ..... Indifferent .....

22. Has your child ever had a teacher whom he especially liked? ..... Do you remember that teacher's name?...................

Peer Relationships

23. How does your child get along with people his own age?........ Do you know his friends?......... What do you think of them? .... Does he tend to be alone a great deal of the time? .... Does he belong to any club or neighborhood group?......... Do you know where he spends his time when he is away from home? .... Do you approve? .... Do you think that when he is with his friends he usually makes suggestions of things to do? .... Or does he go along with the gang? .... Do you believe that he makes his own decisions about right and wrong? ...... Or does he tend to follow what the group does?..............................

Behavior Problems

24. Have you ever in the past been worried about his behavior?..... What was it that worried you? .... How did you meet the problem? .... Asked for outside help?.......... Alone ..... Just ignored it ....

25. Has your child ever had any particularly upsetting experiences? .... What were they? ....

26. Have you faced any serious problems among your other children? .... What were they?..

27. Have you ever faced any serious personal problems in your own life? .... What were they?........................ Has your husband faced any such problems? ....

Leisure Time Activities

28. What are the things that your child likes to do? No information .... Specify .... How do you feel about these activities? .... Are you or your husband ever able to do any of these things with him? ....

Mental Health

29. Has any one in your family ever needed the help of a psychiatrist or been in a mental hospital? ..... Give relationship if possible ....

30. Has anyone in your family been in special classes in public school? ..... or in a state school? ..... Give relationship if possible ....

Church

31. Do you attend church? ..... What church .... Denomination .... Do you and your husband go to the same church? ..... If not, what church does he go to?........... .... Denomination? .... What church does your child go to? ....

Educational Plans

32. How would you most like to help your child in planning for his education and his job after he finishes school?.............. What would you like to see him do?...........................

grad. high school.......
trade school............
business school.........
college.................
undergraduate..........
graduate training......
work....................
military service........

What do you think he hopes to do? ....

Immediately after interview and not in presence of the parents, should check the following items:

Congeniality of relationship of parents to each other; (if both parents are in the home)

0 _____No inf.
1 _____Apparent affection for each other
2 _____Apparent lack of affection for each other
3 _____Apparent cooperation in raising children
4 _____Apparent lack of cooperation in raising children
5 _____Frequent quarreling
6 _____Infrequent or absence of quarreling
7 _____Sharing of interests, friends, social occassions, recreation
8 _____Absence of shared interests, friends, etc.

Assessment of parent-child relationship, either by P.O. or interviewer

0 _____No inf. on father-child relationship
1 _____Father is fond of child
2 _____Father shows indifference to child
3 _____Father is rejecting, hostile, punitive
4 _____Father takes responsibility in child-rearing
5 _____Father shuns responsibility in child-rearing
6 _____No inf. on mother-child relationship
7 _____Mother is fond of child
8 _____Mother shows indifference to child
9 _____Mother is rejecting, hostile, punitive
X _____Mother takes responsibility for child-rearing
Y _____Mother shuns responsibility for child-rearing

Probation officer's assessment of child's feelings about his relationship to parents

0 _____No inf. regarding relationship to father
1 _____Feels accepted, wanted, by father
2 _____Feels father is not very much interested in him
3 _____Feels "picked on" by father
4 _____Feels father is hostile
5 _____No inf. regarding relationship to mother
6 _____Feels accepted, wanted by mother
7 _____Feels mother is not very interested in him
8 _____Feels "Picked on" by mother
9 _____Feels mother is hostile
X _____Not applicable

P.O.'s assessment of child's feelings toward parents

0 _____No inf. regarding feelings toward father
1 _____Evidence of affection toward father
2 _____Lack of evidence of affection toward father
3 _____Hostility to father
4 _____No inf. regarding feelings toward mother
5 _____Evidence of affection toward mother
6 _____Lack of evidence of affection toward mother
7 _____Hostility to mother

Interior of home ....
Exterior of home ....
Comparison with other homes in neighborhood ....

CODE FOR PARENT INTERVIEW SUMMARY

Name____

Address______________________________________

Grade____________________

Number of Brothers________

Number of Sisters ________

1. School and Category

Y____Delinquent - Madison
X____Delinquent - Roosevelt
0____Delinquent - Vocational
1____Delinquent - Grant
2____Unbearable - Madison
3____Unbearable - Roosevelt
4____Unbearable - Vocational
5____Unbearable - Grant
6____Controls - Madison
7____Controls - Roosevelt
8____Controls - Vocational
9____Controls - Grant

2 and 3. Student No.

4. Age and Sex

Y____Male
X____Female
1____Under 11
2____11
3____12
4____13
5____14
6____15
7____16
8____Over 16

5. Color and Legitimacy of Birth

X____Legitimate birth
Y____Out-of-wedlock birth
0____No inf.
1____White
2____Negro
3____Indian
4____Negro-Indian
5____Negro-white
6____Indian-white

6. Place of birth

0____No inf.
X____Onondaga County
Y____Eastern U. S.
1____Southern U. S.
2____Middle West
3____Western U. S.
4____Canada or Alaska
5____Mexico, Central and S. America
6____Northern Europe

7. Size of Community of Birth

0____No Inf.
1____Under 2500
2____2500 - 5000
3____5000 - 25,000
4____25,000 - 50,000
5____50,000 and over, urban, non-metropolitan
6____50,000 - 100,000, metropolitan area
7____100,000 - 250,000
8____250,000 - 500,000
9____500,000 - 1,000,000
X____1,000,000 and over

8. Family mobility during last five years

0____No inf.
1____Has not moved
2____Has moved once
3____Has moved two or three times
4____Has moved 4 or 5 times
5____Has moved more than 5 times

9. Religion of child

0____No inf.
1____Roman Catholic
2____Protestant
3____Jewish
4____ Eastern Orthodox
5____Seventh Day Adventists
6____Mormon
7____Other
8____None

10. Religion of mother

0____No inf.
1____Roman Catholic
2____Protestant
3____Jewish
4____Eastern Orthodox
5____Seventh Day Adventists
6____Mormon
7____Other
8____None
9____Religion different from that of child's father

7____Central and Eastern Europe
8____Mediterranean Europe
9____Other

11. Religion of father

0____No inf.
1____Roman Catholic
2____Protestant
3____Jewish
4____Eastern Orthodox
5____Seventh Day Adventists
6____Mormon
7____Other
8____None

12. Birthplace of mother

0____No inf.
X____Onondaga County
Y____Eastern U. S.
1____Southern U. S.
2____Middle West U. S.
3____Western U. S.
4____Canada or Alaska
5____Mexico, Central or S. America
6____Northern Europe
7____Central and Eastern Europe
8____Mediterranean Europe
9____Other

13. Size of community of mother's birthplace

0____No. inf.
1____Under 2500
2____2500 - 5000
3____5000 - 25,000
4____25,000 - 50,000
5____50,000 and over, urban, non-metropolitan
6____50,000 - 100,000, metropolitan area
7____100,000 - 250,000
8____250,000 - 500,000
9____500,000 - 1,000,000
X____1,000,000 and over

14. Birthplace of father

0____No inf.
X____Onondaga County
Y____Eastern U. S.
1____Southern U. S.
2____Middle West U.S.
3____Western U.S.
4____Canada or Alaska
5____Mexico, Central or S. America
6____Northern Europe
7____Central and Eastern Europe
8____Mediterranean Europe
9____Other

15. Size of community of father's birthplace

0____No inf.
1____Under 2500
2____2500 - 5000
3____5000 - 25,000
4____25,000 - 50,000
5____50,000 and over, urban, non-metropolitan
6____50,000 - 100,000, metropolitan area
7____100,000 - 250,000
8____250,000 - 500,000
9____500,000 - 1,000,000
X____1,000,000 and over

16. Intelligence test rating -- I.Q.

0____No inf.
1____Below 60
2____60 - 79
3____80 - 89
4____90 - 109
5____110 - 119
6____120 - 129
7____130 - 139
8 ____140 and above
X____Individual test
Y____Group test

17. Areas requiring medical attention

X____Seen by physician within last 18 mos.
Y____Not seen by physician within last 18 mos.
0____No inf.
1____Ear, nose, throat or eyes
2____Insufficient diet
3____Obesity
4____Heart, lungs
5____Skin
6____Genital
7____Teeth
8____Other
9____None

18. Previous illnesses and hospitalizations (exclusive of common childhood diseases)

0____No inf.
1____Tonsilectomy
2____Appendectomy
3____Other surgery
4____Tuberculosis
5____Diabetes
6____Rheumatic fever
7____Polio
8____Orthopedic
9____Other
X____None
Y____Physically handicapped

19. Family history of mental disorder

0____No. inf.
1____None
2____Child
3____Mother
4____Father
5____Sibling
6____Multiple siblings
7____Grandparent
8____Parent's multiple siblings

20. Family history of mental retardation

0____No inf.
1____None
2____Mother
3____Father
4____Sibling
5____Multiple siblings
6____Grandparents
7____Parent's sibling
8____Parent's multiple siblings

21. Family composition

1____Both parents at home
2____Father absent from home
3____Mother absent from home
4____One parent absent from home, step-parent present
5____One parent absent, relative at home
6____One parent absent, non-related individual in home
7____Child living with relative
8____Child living in foster home
9____Child living in institution

22. Past history of child's placement away from home

1____At present living with parent, past history of living with relative
2____At present living with parent, past history of foster home placement
3____At present living with parent, past history of institutional placement

23. Reason for father's absence from home

0____No inf.
1____Death
2____Divorce
3____Legal separation
4____Desertion
5____Father hospitalized for chronic condition
6____father in mental hospital
7____father in prison
8____father never married to mother
9____Other

24. Reason for mother's absence from home

0____No inf.
1____Death
2____Divorce
3____Legal Separation
4____Desertion
5____Hospitalized for chronic condition
6____In Mental Hospital
7____in prison
8____Never married to father
9____Other

25. Occupation of father (using census classification

0____No inf.
1____Professional, technical & kindred workers
2____Managers, officials, and proprietors, incl. farm
3____Clerical and kindred workers
4____Sales workers
5____Craftsmen, foremen and kindred workers
6____Operatives and kindred workers
7____Private household workers
8____Service workers, except private household
9____Laborers, except mine

6. Occupation oi mother (using census class.)

0____No inf.
1____Professional, technical, & kindred workers
2____Managers, officials, and proprietors, incl farm
3____Clerical and kindred workers
4____Sales workers
5____Craftsmen, foremen, & kindred workers
6____Operatives and kindred workers
7____Private household workers
8____Service workers, except private household
9____Laborers, except mine

7. Employment status of parents

0____No inf. on status of father
1____Father employed full-time
2____Father employed part-time
3____Father employed on more than one full-time job
4____Father unemployed
5____Father not in labor market
6____No inf. on status of mother
7____Mother employed full-time
8____Mother employed part-time
9____Mother employed at more than one full-time job
X____Mother unemployed
Y____Mother not in labor market

8. Education of father

0____No inf.
1____Did not complete 8th grade
2____Completed 8th grade
3____Completed 2 yrs. High School
4____Graduated from high school
5____Completed 2 yrs. college
6____Completed 4 yrs. college
7____Post graduate work without degree
8____Completed post-graduate degree

9. Education of mother

0____No inf.
1____Did not complete 8th grade
2____Completed 8th grade
3____Completed 2 yrs. High School
4____Graduated from High School
5____Completed 2 yrs. college
6____Completed 4 yrs. college
7____Post graduate work without degree
8____Completed post-graduate degree

30. Neighborhood evaluation based on Charles Willie's census tract analysis, and comparison of dwelling with other dwellings in neighborhood (double check)

1____Area I high
2____Area II
3____Area III
4____Area IV
5____Area V
6____Area VI low
7____Dwelling same as those in neighborhood (external appearance)
8____Dwelling better than neighborhood
9____Dwelling worse than neighborhood

31. Physical adequacy of home

0____No inf.
X____Adequate space
Y____Overcrowded (more than 1.5 persons per room
1____Exterior well kept-- Interior well kept
2____Exterior well kept-- Interior adequately kept
3____Exterior well kept-- Interior poorly kept
4____Exterior adequately kept-- Interior well-kept
5____Exterior adequately kept-- Interior adequately kept
6____Exterior adequately kept-- Interior poorly kept
7____Exterior poorly kept Interior well kept
8____Exterior poorly kept-- Interior adequately kept
9____Exterior poorly kept-- Interior poorly kept

32. Source of family income

0____No inf.
1____Earnings
2____Income from investments
3____A.D.C.
4____O.A.A.
5____G.A.
6____A.B.
7____A.P.T.D.
8____O.A.S.I.
9____Disability pension
X____Non-disability pension
Y____Insurance (private)

33. Any indication of emotional difficulties and/or deviant behavior of parents (exclusive of mental illness)

1____None)
2____Unhappy childhood)
3____Running away from home) Father
4____Delinquency and/or criminality)
5____Alcoholism)
6____None)
7____Unhappy childhood)
8____Running away) Mother
9____Delinquency and/or criminality)
X____Alcoholism)

34. Congeniality of relationship of parents to each other (if both parents are in the home)

0____No inf.
1____Apparent affection for each other
2____Apparent lack of affection for each other
3____Apparent cooperation in raising children
4____Apparent lack of cooperation in raising children
5____Frequent quarreling
6____Infrequent or absence of quarreling
7____Sharing of interests, friends, social occasions, recreation
8____Absence of shared interests, friends, etc.

35. Amount of time parents spend outside the home in activities in which the family are not involved, such as employment, recreation, organizational work, education.

0____No inf.)
1____50 or more hrs. per week)
2____25 - 50 hrs. per week) Father
3____10 - 25 hrs. per week)
4____2 - 10 hrs. per week)
5____2 or less hrs. per week)
6____No inf.
7____50 or more hrs. per week)
8____25 - 50 hrs. per week)
9____10 - 25 hrs. per week) Mother
X____2 - 10 hrs. per week)
Y____2 or less hrs. per week)

36. Assessment of parent-child relationship, either by P.O. or interviewer.

0____No inf. on father-child relationship
1____Father is fond of child
2____Father shows indifference to child
3____Father is rejecting, hostile, punitive
4____Father takes responsibility in child-rearing
5____Father shuns responsibility in child-rearing
6____No inf. on mother-child relationship
7____Mother is fond of child
8____Mother shows indifference to child
9____Mother is rejecting, hostile, punitive
X____Mother takes responsibility
Y____Mother shuns responsibility for child-rearing

37. Parents' past concern about behavior problems of adjustment of child

0____No inf.
1____No previous awareness of problems
2____No previous concern about problems
3____Previous awareness and concern about child's adjustment difficulties
4____Previous attempt to get outside assistance with problems
5____Previous attempt of parent to solve problem alone
6____No attempt to solve problem

38. Nature of previous problems
1____Inability to make friends
2____Extremely aggressive behavior
3____Stealing
4____Fears
5____Eneuresis
6____Tics
7____Extremely withdrawn behavior
8____Other

39. Assessment of child's feelings about his relationship to parent by P.O. or interviewer

0____No inf. regarding relationship to father
1____Feels accepted, wanted, by father
2____Feels father is not very much interested in him
3____Feels "picked on" by father
4____Feels father is hostile
5____No inf. regarding relationship to mother
6____Feels accepted, wanted by mother
7____Feels mother is not very much interested in him
8____Feels "picked on" by mother
9____Feels mother is hostile
X____Not applicable

40. Assessment of child's feelings toward parents, by P.O. or interviewer.

0____No inf. regarding feelings toward father
1____Evidence of affection toward father
2____Lack of affection toward father
3____Hostility to father
4____No inf. regarding feelings toward mother
5____Evidence of affection toward mother
6____Lack of evidence of affection toward mother
7____Hostility to mother

41. Child's expected work role in family and attitude toward responsibility in family

0____No inf. regarding work role
1____Regular tasks
2____Occasional tasks
3____No tasks
4____Takes responsibility willingly
5____Takes responsibility reluctantly
6____Refuses to take responsibility
7____No inf. regarding attitude toward responsibility

42. Motivation and family attitude toward child's earning money

0____No inf.
1____No earnings
2____Expected by parents to supplement family income
3____Supported by parents as good leisure time activity
4____Desired by child in search for independence
5____Outside work engaged in despite parental opposition

43. Family participation in family activities.

0____No inf. re. church activities
1____Regular church attendance as a family
2____Occasional church attendance as a family
3____Rare church attendance as a family
4____Never attend church as a family
5____No inf. re. recreational activities (picnics, trips, vacations)
6____Regular participation in family recreational activities
7____Occasional participation in family recreational activities
8____Rare participation in family recreational activities
9____Never participate in family recreational activities

44. Family participation in family centered activities.

0____No inf. re. family work projects
1____Regular participation in family work projects
2____Occasional part. in family work projects
3____Rarely part. in family work projects
4____Never part. in family work projects
5____No inf. re. family meals together
6____Regularly family are together for one meal a day
7____Occasionally family together for one meal a day
8____Rarely family together for one meal a day
9____Family never together for one meal a day

45. Family participation in vacations and parents' part. in child's recreation.

0____No inf. regarding vacations
1____Parents and children take vacations entirely exclusive of each other
2____Parents and children take vacations entirely in company of each other
3____Child spends part of vacation away from parents but family also spends some vacation time together
4____No inf. regarding parents' part. in child's recreation
5____Regular parental part. in child's recreation
6____Occasional parental part. in child's recreation
7____Rare parental part. in child's recreation
8____No parental part. in child's recreation

46. Parents' knowledge of child's friends and leisure time activities.

0____No inf. re. parents' knowledge of child's friends
1____Know and approve of child's friends
2____Know and disapprove of some of child's friends
3____Know and disapprove of most of child's friends
4____Do not know most of child's friends
5____No inf. re. parents' knowledge of leisure time activities
6____Know and approve of child's leisure time activities
7____Know and disapprove of child's leisure time activities
8____Do not know child's leisure time activities

47. Parents' Methods of discipline.

0____No inf.
1____Use of praise for desirable behavior
2____Friendly discussion of problem behavior
3____Withholding privileges
4____Withholding money or allowance
5____Physical punishment

48. Privacy of sleeping arrangements of child.

0____No inf.
1____Child has own bedroom--not shared
2____Child shares bedroom with one person of same sex
3____Child shares bedroom with more than one person of opposite sex
4____Child shares bedroom with more than one person
5____Child does not have bedroom, but sleeps in room having other function

49. Relationship between child and siblings.

0____Not applicable
1____Siblings present in family group
2____No siblings present in family situation
3____Child participates in cooperative activity with one or more siblings
4____Child does not participate in cooperative activity with siblings
5____No inf. re. cooperative activity
6____Child has good relationship with one or more siblings
7____Lack of good relationship with any of siblings
8____No inf. re. relationship with siblings

50. Deviations from accepted behavior norms of community among siblings .

0____No inf.
1____None
2____Truancy
3____Delinquency
4____Alcoholism
5____Flagrantly deviant sexual behavior
6____Gang membership
7____Other

51. Meaningful relationship of child with any adult other than parent or parent-substitute.

0____No inf.
1____Relative
2____Pastor
3____Teacher
4____Camp counselor
5____Neighborhood acquaintance
6____Social worker (other than P.O.)
7____Other

52. Evidence of unusual traumatic experience in child's life.

0____No inf.
1____Fire in home
2____Suicide or violent death in family
3____Death of parent or sibling
4____Institutionalization of parent or parent-substitute
5____Other

53. Academic achievement in opinion of parent.

1____Superior
2____Above average
3____Average
4____Below average
5____Failing

54. Presence of behavior problems in school (based on parent's report)

1____None
2____Aggressive, belligerent toward teachers
3____Aggressive, belligerent toward students
4____Attention-getting behavior, disruptive to class
5____Truancy, frequent
6____Damaging or defacting school property
7____Smoking in school
8____Lack of attention in class, i.e., looking out of window, dreaming, etc.
9____Nervous mannerisms
X____
Y____

55. Participation in extracurricular activities (based on parent's report) level of part.

0____No inf.
1____High
2____Medium
3____Low
4____No evidence of participation
5____Position of leadership
6____No position of leadership

56. Attitude of child toward school.

0____No inf.)
1____Enjoys it) Parent's concept
2____Indifferent)
3____Dislikes)
4____Strongly dislikes)
5____No inf.)
6____Enjoys it) Teacher's concept
7____Indifferent)
8____Dislikes)
9____Strongly dislikes)

57. Academic achievement in opinion of teacher

1____Superior
2____Above average
3____Average
4____Below average
5____Failing

58. Presence of behavior problems in school (based on teacher's report)

1____None
2____Aggressive, belligerent toward teachers
3____Aggressive, belligerent toward students
4____Attention-getting behavior, disruptive to class
5____Truancy, frequent
6____Damaging or defacing school property
7____Smoking in school
8____Lack of attention in class, i.e. looking out of window, dreaming, etc.
9____Nervous mannerisms
X____
Y____

59. Participation in extracurricular activities. Level of participation (based on teacher's report)

0____No inf.
1____High
2____Medium
3____Low
4____No evidence of participation
5____Position of leadership
6____No position of leadership

60. Level of acceptance of child by teachers

0____No inf.
1____Know him too slightly to make a judgment
2____High by all teachers
3____High by majority of teachers
4____High by one or a few teachers
5____Medium by all teachers
6____Medium by majority of teachers
7____Medium by one or a few teachers
8____Low by all teachers
9____Low by majority of teachers
X____Low by one or a few teachers

61. Level of acceptance of child by teachers (based on parents' report)

0____No inf.
1____Know him too slightly to make a judgment
2____High by allteachers
3____High by majority of teachers
4____High by one or a few teachers

61. Continued

5____Medium by all teachers
6____Medium by majority of teachers
7____Medium by one or a few teachers
8____Low by all teachers
9____Low by majority of teachers
x____Low by one or a few teachers

62. School mobility

1____One elementary school
2____Two or three elementary schools
3____More than three elementary schools
4____One junior high
5____Two junior high schools
6____Three or more junior high schools
7____Family mobility--reason for changing schools
8____School difficulties--reason for changing schools

63. Teacher's knowledge of child's behavior pattern outside of school

0____No inf.
1____Believes child to have been delinquent
2____Believes child not to have been delinquent

64. Teachers' description of personality of student

0____No inf.
1____Outgoing-sociable
2____Demonstrative-emotional
3____Aggressive-ascendant
4____Critical-independent
5____inhibited-withdrawn
6____Timid-apprehensive
7____Cautious-controlled
8____Dependent-deferent
9____Self-sufficient-responsive

65. Peer group relationships as evidenced in school (based on teachers' report)

0____No inf.
1____Generally well-liked by students
2____Has at least a few friends in school
3____Alone most of the time
4____Generally disliked by students
5____Tends to be leader in group activities
6____Tends to follow leadership of others
7____Has well-defined standards of behavior
8____Tends to adopt standards of associates

66. Peer group relationships outside of school according to parent or P.

0____No inf.
1____Gets along well, has friends
2____Associates with informal grou or gang
3____Belongs to organized club
4____Is alone most of the time
5____Tends to be leader in group activities
6____Tends to follow leadership of others
7____Has well-defined standards of behavior
8____Tends to adopt standards of associates

67. Leisure time activities (based on parents' report)

0____No inf.
1____None
2____Team sports
3____Paired sports
4____Individual sports
5____Target sports (archery, huntin fishing, shooting)
6____Intellectual and artistic activities
7____Manual arts and hobbies
8____Games requiring thought and planning, i.e. chess, checkers
9____Games of chance
X____Heterosexual activities (dates danding)
Y____Organized groups, such as club fraternities, scouts, gangs

68. Leisure time activities

1____Passive (observer) recreation i.e. movies, television
2____Passive (observer) recreation sports events
3____Commercial recreation, i.e. bowling, pool rooms, taverns, pin ball machines
4____Drug store hangouts and street corner groups
5____Other

69. School and career plans of child .

0____No inf.
1____Evidence of formulated plan
2____Lack of evidence of formulated plan
3____Plans post-secondary education
4____ Plans post-secondary employment
5____Plans to drop out of school at legal age
6____No consideration to post-secondary plans

70. Census bureau class. of occupational choice expressed by child

0____No inf.
1____Prof., technical and kindred workers
2____Managers, officials, and proprietors, incl. farm
3____Clerical and kindred workers
4____Sales workers
5____Craftsman, foremen, and kindred workers
6____Operatives and kindred workers
7____Private household workers
8____Service workers, except private household
9____Laborers, except mine

71. Educational and vocational plans for child expressed by parent

0____No inf.
1____Evidence of formulated plan
2____Plans post-secondary education
4____Plans post-secondary employment
5____Plans to drop out of school at legal age
6____No consideration to post-secondary plans

72. Census bureau class. of occupational choice expressed by parent for child

0____No inf.
1____Prof., technical and kindred workers
2____Managers, officials, and proprietors, incl. farm
3____Clerical and kindred workers
4____Sales workers
5____Craftsman, foremen, and kindred workers
6____Operatives and kindred workers
7____Private household workers
8____Service workers, except private household
9____Laborers, except mine

73. Reason for appearance in juvenile Court.

0____Not applicable
1____Misconduct
2____Truancy
3____Petit Larceny
4____Unlawful entry
5____Burglary and/or Grand Larceny
6____Assault and/or possession of deadly weapon
7____Sexual misconduct
8____Arson
9____Homicide
X____Other

74. Number of associates in committing delinquent act.

0____Not applicable
1____None
2____One
3____Two to four
4____5 and over
X____Planned
Y____Impulsive

75. Disposition by court.

0____Not applicable
1____Dismissed
2____Deferred indefinitely
3____Probation
4____Committed to institution
5____Commitment to institution suspended - probation
6____Committed to foster-home agenc

76. Previous court appearances.

0____None) for delinquent
1____One) acts
2____Two)
3____Three or more)
4____One appearance for neglect
5____More than one appearance for neglect
6____No court record of neglect

77. Child's adjustment to supervision of court .

0____Not applicable
1____Reports regularly to probation officer without evidence of desire to change
2____Reports regularly to probation officer showing evidence of desire to change
3____Does not report regularly to P.O.
4____Fails to make restitution as ordered by court
5____Subsequent arrests
6____Evidence of good relationship with P.O.
7____Evidence of poor relationship with P.O.

78. Institutional experience.

0____Not applicable
1____None
2____Detention at Hillbrook prior to disposition by Court
3____Commitment by court to institution

79. Parents' reaction to delinquency of child.

0____Not applicable
1____Not concerned--lack of feeling of responsibility
2____Hostile and punitive to child
3____Concerned, upset, wanting to help
4____Cooperates with P.O.
5____Lack of cooperation with P.O.
6____Hostile to P.O.

80. Use of community resources by the court

1____Referral to social agency
2____Use of clergy
3____Use of lay sponsors
4____Cooperation with school

TEACHER QUESTIONNAIRE

1. PUPIL______________________________

2. TEACHER____________________________

3. YEAR TAUGHT__________________

4. CLASS______________________

5. SCHOOL_____________________

6. DO YOU REMEMBER THIS PUPIL?
   1. Very well ______
   2. Slightly ______
   3. Not at all ______

7. HAVE YOU HAD ANY CONTACT WITH THIS PUPIL SINCE THE TIME HE WAS IN YOUR CLASS?
   1. Yes ______
   2. No ______

   If yes, under what circumstance(s)?

   ____

   ____

   ____

PLEASE ANSWER AS MANY OF THE FOLLOWING QUESTIONS AS YOU CAN, IN TERMS OF THIS CHILD AS YOU REMEMBER HIM WHEN HE WAS ORIGINALLY IN YOUR CLASS.

8. ACADEMIC ACHIEVEMENT
   1. Superior ______
   2. Above average ______
   3. Average ______
   4. Below average ______
   5. Failing ______

9. APPLICATION AS A PUPIL
   1. Worked exceptionally hard ______
   2. Adequate motivation ______
   3. Didn't try very hard ______

10. SATISFACTION WITH SCHOOL
    1. Enjoyed it ______
    2. Indifferent ______
    3. Disliked it ______
    4. Strongly disliked ______

11. HOW WOULD YOU RATE CHILD'S SOCIAL ADJUSTMENT?

	In Relation to School Personnel	In Relation to Peers
1. Below Average	________	________
2. Average	________	________
3. Above Average	________	________

Briefly state any specifics which help to illustrate your above response.

____

____

____

____

____

12. WHAT DO YOU KNOW ABOUT THIS CHILD'S PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES?

    A. Extent of activities:
       1. No participation _____
       2. Little participation, 2 or less activities. _____
       3. Moderate participation, 3 to 5 activities. _____
       4. Extensive participation, 5 or more activities. _____

    B. Type of participation:
       1. Participates primarily as a follower. _____
       2. Gives considerable evidence of leadership. _____

13. WHICH OF THE FOLLOWING CATEGORIES ARE DESCRIPTIVE OF THIS CHILD'S PERSONALITY? (Check one or more)

1. Extremely shy and withdrawn ______
2. Timid and apprehensive ______
3. Cautious, controlled behavior ______
4. Respectful, polite, humble ______
5. Cooperative, friendly, self-sufficient ______
6. Outgoing, playful, self-assured ______
7. Emotional, impulsive, attention-seeking ______
8. Domineering, agressive, self-assertive ______
9. Hostile, antagonistic, abusive ______

14. TO YOUR KNOWLEDGE, HAS THIS CHILD EVER BEEN IN TROUBLE?

	In School	Outside of School
1. Yes	______	______
2. No	______	______

Briefly state the nature of any trouble which prompted a "YES" response above.

______

______

______

______

15. WHAT EVIDENCE OF BEHAVIOR PROBLEMS HAS THIS CHILD DEMONSTRATED IN SCHOOL? (Check one or more)

1. Agressive
2. Attention-getting
3. Frequent truancy
4. Damaging or defacing property
5. Smoking
6. Lack of attention
7. Nervous mannerisms

Briefly state any evidence of your above response ______

______

16. HAVE YOU EVER HAD ANY CONTACT WITH PARENT OR GUARDIAN OF THIS CHILD?

1. Yes ______
2. No ______

If yes, for what reason(s)?

______

______

______

17. HAS THIS CHILD EVER GIVEN YOU ANY INDICATION OF HIS PLANS AFTER HE FINISHES SCHOOL? (Check one or more)

1. Trade school ______
2. Business school ______
3. College
   a. Undergraduate ______
   b. Graduate ______
4. Work ______
5. Military service ______
6. Other ______

18. DOES THIS CHILD'S PLANNING SEEM REALISTIC? (State reason)

______

______

19. TO YOUR KNOWLEDGE, HAS THIS CHILD EVER EXPRESSED A PARTICULAR INTEREST IN ANYONE OFFICIALLY CONNECTED WITH THE SCHOOL?____ If yes, who, and if you know, for what reason?

______

______

20. TO YOUR KNOWLEDGE, IF THIS CHILD HAS EXPRESSED A PARTICULAR INTEREST IN SOMEONE IN THE SCHOOL, WHAT HAS BEEN THE REACTION OF THIS INDIVIDUAL(S)?

1. Taken a special interest in the child ______
2. Unaware of the child's interest ______
3. Ignored the child ______
4. Other (specify) ______

______

Briefly state any evidence to confirm your above response

______

______

CODE FOR TEACHER QUESTIONNAIRE

1. School and Category

Y - Delinquent - Madison
X - Delinquent - Roosevelt
0 - Delinquent - Vocational
1 - Delinquent - Grant
2 - Unbearable - Madison
3 - Unbearable - Roosevelt
4 - Unbearable - Vocational
5 - Unbearable - Grant
6 - Controls - Madison
7 - Controls - Roosevelt
8 - Controls - Vocational
9 - Controls - Grant

2. and 3. Student number.

4, 5, and 6. Teacher code number.

7. Sex of teacher.

X - Female
Y - Male

8. Grade taught by teacher.

0 - Kindergarden
1 - 1st grade
2 - 2nd grade
3 - 3rd grade
4 - 4th grade
5 - 5th grade
6 - 6th grade
7 - 7th grade
8 - 8th grade
9 - 9th grade
X - No information
Y - Special ed.

9. Subject taught.

0 - All subjects (elementary grades)
1 - English, Speech, Library
2 - Mathematics
3 - Science
4 - Social Studies
5 - Home Economics
6 - Shop & Mech. drawing
7 - Gym
8 - Music and Art
9 - Homeroom
X - Remedial reading
Y - Club

10. and 11. Code for school taught pupil.

12. Reminiscence of pupil.

0 - No information
1 - Very well.
2 - Slightly
3 - Not at all

13. Contact with child since in grade.

0 - No contact with child.
1 - Contact because had child in other grade (or home room), etc.
2 - Accidental contact, meeting on street, etc.
3 - Purposeful contact initiated by student
4 - Purposeful contact initiated by teacher
5 - Past contact purposeful soon after left grade but now only accidental, if at all.
6 - Contact as counselor for child.
7 - Contact unexplained

14. Academic achievement.

0 - No information
1 - Superior
2 - Above average
3 - Average
4 - Below average
5 - Failing
6 - Tends to be below average
7 - Tends to be above average

15. Application as a pupil.

0 - No information
1 - Worked exceptionally hard
2 - Adequate motivation
3 - Didn't try very hard
4 - Didn't try at all
5 - Variable, generally pro school
6 - Variable, generally anti school
7 - Variable, depending on work

16. Satisfaction with school.

0 - No information
1 - Enjoyed it
2 - Indifferent
3 - Disliked it
4 - Strongly disliked it
5 - Varied, generally pro school
6 - Varied, generally anti school
7 - Varied, neither pro nor anti

17. Social adjustment rating to school personnel.

0 - No information
1 - Below average
2 - Average
3 - Above average

18. Social adjustment to peers.

0 - No information
1 - Below average
2 - Average
3 - Above average

19. Opinion of coder about teacher rating.

0 - No information
1 - Generally favorable, accepted child.
2 - Generally unfavorable, rejected child.
3 - Seems to be ambivalent.

20. Extent extra-curricular participation.

0 - No information
1 - No participation
2 - Little participation, 2 or less activities
3 - Moderate participation, 3-5 activities.
4 - Extensive participation, 5 or more activities.

21. Type of participation.

0 - No information
1 - Pupil tended to be follower
2 - Pupil tended to be leader
3 - Pupil tended to be "leader" or gang - derogatory use.

22. Personality description.

0 - No information
1 - Extremely shy and withdrawn
2 - Timid and apprehensive
3 - Cautious, controlled behavior
4 - Respectful, polite, humble
5 - Cooperative, friendly, self-sufficient
6 - Outgoing, playful, self-assured
7 - Emotional, impulsive, attention seeking
8 - Domineering, aggressive, self-assertive
9 - Hostile, antagonistic, abusive.

23. Personality tendency as determined by coder.

0 - No information
1 - Cooperative-composed
2 - Submissive-restrained
3 - Assertive-impulsive

Knowledge of trouble outside of school.

0 - No information
1 - No knowledge of trouble
2 - Knows of or about delinquent act
3 - Knows of anti-social acts: pranks, bad crowd, boy-girl trouble, fights.
4 - Suspects trouble
5 - Knows of no trouble when in teacher's grade, but teacher does know or suspect trouble since that time

Knowledge of trouble inside school.

0 - No information
1 - No knowledge of trouble
2 - Knows of disciplinary trouble truancy, damaging, behavior problems.
3 - Knows of anti-social acts: smoking, fighting, stealing in school.
4 - Knows of trouble due to poor scholarship
5 - Suspects trouble
6 - Trouble about health measure

Behavior problems in school.

0 - No information
1 - Aggressive
2 - Attention getting
3 - Frequent truancy
4 - Damaging or defacing property
5 - Smoking
6 - Lack of attention, refusal to work
7 - Nervous mannerisms
8 - Physical defects
9 - No evidence of problems
X - Poor personal habits
Y - Frequent tardiness

27. Contact with parent or guardian.

0 - No information
1 - No contact
2 - Contact, parent called to discuss problems, school initiated.
3 - Contact, parent came with problem
4 - Contact for school social occasions.
5 - No contact, parent refused to come, uncooperative
6 - Contact with other relative
7 - Contact unexplained
8 - Contact only by accident.
9 - Parent called because child ill
X - Contact regarding need for clothes, financial duties, health
Y - Parent came for homework, child ill

28. Indication of plans.

0 - No information
1 - Plans to continue schooling.
2 - Plans to work after school
3 - Plans to quit school at legal age and work
4 - Sports, entertainment, "star" type plans
5 - Never made or is able to make serious plans
6 - Plans military service
7 - Plans marriage
8 - Plans to attend trade or business school.
X - Shows creative ability in music, art
Y - Others

29. Reality of plans.

0 - No information
1 - Realizes capabilities
2 - Doesn't realize capabilities
3 - Incapable of realizing plans
4 - Economic difficulties in fulfilling plans
5 - Physical difficulties in fulfilling plans
6 - Unrealistic, thoughtless
7 - Realizes environmental & economic difficulties, taking best course.

30. Child's interest in school official.

0 - No information
1 - Interested in lower grade teachers
2 - Interested in teacher questioned
3 - Interested in other teacher in school, or principal
4 - Coder feels child interested in teacher questioned
5 - School nurse

31. Attitude of person in whom interested. (Teacher's opinion).

0 - No information
1 - Taken special interest in child
2 - Gave leadership to child
3 - Ignored child

32. Evidence of teacher questioned interest in child.

0 - No information
1 - Teacher liked child, child uncooperative
2 - Agreeable relationship
3 - Disagreeable relationship

33., 34., 35. Code number of teacher claimed to be interested in child.

36. Miscellaneous information

1 - See attached letter and/or questionnaire

CODE FOR ACADEMIC ACHIEVEMENT AND ATTENDANCE RECORD SUMMARY

1-3 Student Code No.

4. Last grade completed

1	7th
2	8th
3	9th

5. Complete data available for

1	All grades K to present
2	No elementary grades
3	1 - 3 elementary grades
4	4 - 6 elementary grades

6. Number of different schools attended

1	One grades K - 3
2	Two, grades K - 3
3	Three, or more grades K - 3
4	One, grades 4 - 6
5	Two, grades 4 - 6
6	Three, or more grades 4 - 6
7	One, grades 7 - 9
8	Three, or more grades 7 - 9
9	

7. Number of days' absence, grade K

1	0 - 2	(< 1%)
2	3 - 4	(1- 2%)
3	5 - 9	(3- 5%)
4	10 - 18	(6-10%)
5	19 - 27	(11-15%)
6	28 - 36	(16-20%)
7	37 - 45	(21-25%)
8	46 - 90	(26-50%)
9	91 and over	(> 50%)
X	no K record	

8. Number of days' absence, grade 1

1	0 - 2
2	3 - 4
3	5 - 9
4	10 - 18
5	19 - 27
6	28 - 36
7	37 - 45
8	46 - 90
9	91 and over
X	no 1 record

9. Number of days' absence, grade 2

1	0 - 2
2	3 - 4
3	5 - 9
4	10 - 18
5	19 - 27
6	28 - 36
7	37 - 45
8	46 - 90
9	91 and over
X	no 2 record

10. Number of days' absence, grade 3

1	0 - 2
2	3 - 4
3	5 - 9
4	10 - 18
5	19 - 27
6	28 - 36
7	37 - 45
8	46 - 90
9	91 and over
X	no 3 record

11. Number of days' absence, grade 4

1	0 - 2
2	3 - 4
3	5 - 9
4	10 - 18
5	19 - 27
6	28 - 36
7	37 - 45
8	46 - 90
9	91 and over
X	no 4 record

12. Number of days' absence, grade 5

1	0 - 2
2	3 - 4
3	5 - 9
4	10 - 18
5	19 - 27
6	28 - 36
7	37 - 45
8	46 - 90
9	91 and over
X	no 5 record

13. Number of days' absence, grade 6
1 0 - 2
2 3 - 4
3 5 - 9
4 10 - 18
5 19 - 27
6 28 - 36
7 37 - 45
8 46 - 90
9 91 and over
X no 6 record

14. Number of days' absence, grade 7
1 0 - 2
2 3 - 4
3 5 - 9
4 10 - 18
5 19 - 27
6 28 - 36
7 37 - 45
8 46 - 90
9 91 and over
X no 7 record

15. Number of days' absence, grade 8
1 0 - 2
2 3 - 4
3 5 - 9
4 10 - 18
5 19 - 27
6 28 - 36
7 37 - 45
8 46 - 90
9 91 and over
X no 8 record

16. Number of days' absence, grade 9
1 0 - 2
2 3 - 4
3 5 - 9
4 10 - 18
5 19 - 27
6 28 - 36
7 37 - 45
8 46 - 90
9 91 and over
X no 9 record

17, 18. Grade repeated once; more than once
1 Grade 1
2 Grade 2
3 Grade 3
4 Grade 4
5 Grade 5
6 Grade 6
7 Grade 7
8 Grade 8
9 Grade 9

19, 20, 21. Deportment and/or Citizenship unsatisfactory; satisfactory; excellent
1 Grade 1
2 Grade 2
3 Grade 3
4 Grade 4
5 Grade 5
6 Grade 6
7 Grade 7
8 Grade 8
9 Grade 9
X Average, elementary
Y Average, junior high

22, 23, 24. Reading below average; average; above average
1 Grade 1
2 Grade 2
3 Grade 3
4 Grade 4
5 Grade 5
6 Grade 6
7 Grade 7
8 Grade 8
9 Grade 9
X Average, elementary
Y Average, junior high

25, 26, 27. English below average; average; above average

1	Grade 1
2	Grade 2
3	Grade 3
4	Grade 4
5	Grade 5
6	Grade 6
7	Grade 7
8	Grade 8
9	Grade 9
X	Average, elementary
Y	Average, junior high

28, 29, 30. Mathematics below average; average; above average

1	Grade 1
2	Grade 2
3	Grade 3
4	Grade 4
5	Grade 5
6	Grade 6
7	Grade 7
8	Grade 8
9	Grade 9
X	Average, elementary
Y	Average, junior high

31, 32, 33. Social Studies below average; average; above average

1	Grade 1
2	Grade 2
3	Grade 3
4	Grade 4
5	Grade 5
6	Grade 6
7	Grade 7
8	Grade 8
9	Grade 9
X	Average, elementary
Y	Average, junior high

34, 35, 36. Writing below average; average; above average

1	Grade 1
2	Grade 2
3	Grade 3
4	Grade 4
5	Grade 5
6	Grade 6
7	Grade 7
8	Grade 8
9	Grade 9
X	Average, elementary
Y	Average, junior high

37, 38, 39. Spelling below average; average; above average

1	Grade 1
2	Grade 2
3	Grade 3
4	Grade 4
5	Grade 5
6	Grade 6
7	Grade 7

40, 41, 42. Remedial Courses below average; average; above average

1	Grade 1
2	Grade 2
3	Grade 3
4	Grade 4
5	Grade 5
6	Grade 6
7	Grade 7

43, 44, 45. Library unsatisfactory; satisfactory; excellent

1	Grade 7
2	Grade 8
3	Grade 9
4	Average

46, 47, 48. Physical Education unsatisfactory; satisfactory; excellent

1	Grade 7
2	Grade 8
3	Grade 9
4	Average

49, 50, 51. General Science below average; average; above average

1 Grade 7
2 Grade 8
3 Grade 9
4 Average

52, 53, 54. Music below average; average; above average

1 Grade 7
2 Grade 8
3 Grade 9
4 Average

55, 56, 57. Art below average; average; above average

1 Grade 7
2 Grade 8
3 Grade 9
4 Average

58, 59, 60. Shop Courses below average; average; above average

1 Grade 7
2 Grade 8
3 Grade 9
4 Average

61, 62. Teacher comments, elementary school; junior high school

1 "lazy," unprepared
2 unreceptive to criticism or advice
3 frequently tardy
4 inattentive, day dreams
5 Not working up to capacity
6 doing adequate academic work
X other academic negative
Y other academic positive

63, 64. Teacher comments, elementary school; junior high school

1 poor attitude
2 causing disturbance in classroom
3 talks excessively
4 influenced by others
5 isolated from group
6 well-liked by peers
7 cooperative
X other personal negative
Y other personal positive

65. Teacher comments, positive evaluations

1 None, elementary school
2 1 - 3, elementary school
3 4 - 6, elementary school
4 7 -10, elementary school
5 More than 10, elementary school
6 None, junior high school
7 1 - 3, junior high school
8 4 - 6, junior high school
9 7 -10, junior high school
X More than 10, junior high school

66. Teacher comments, negative evaluations

1 None, elementary school
2 1 - 3, elementary school
3 4 - 6, elementary school
4 7 -10, elementary school
5 More than 10, elementary school
6 None, junior high school
7 1 - 3, junior high school
8 4 - 6, junior high school
9 7 -10, junior high school
X More than 10, junior high school

67. Teacher comments, observations without evaluation

1 None, elementary school
2 1 - 3, elementary school
3 4 - 6, elementary school
4 7 -10, elementary school
5 More than 10, elementary school
6 None, junior high school
7 1 - 3, junior high school
8 4 - 6, junior high school
9 7 -10, junior high school
X More than 10, junior high school

APPENDIX II

SELECTED CHI-SQUARE TABLES

Attendance and Academic Achievement

Teacher Questionnaire

Sociological Data

ATTENDANCE AND ACADEMIC ACHIEVEMENT

1. Grade Repeated Once

Grades	D		C		U	
	O	E	O	E	O	E
1 - 3	27	25	24	22	20	24
4 - 6	16	17	17	16	17	17
7 - 9	18	19	15	18	23	19

2. Above Average Students in Mathematics

Grades	D O	D E	C O	C E	U O	U E
1 - 3	32	34	39	41	34	30
4 - 6	38	35	37	45	39	34
7 - 9	14	15	29	19	6	15

D = Delinquent
C = Control
U = Unbearable

O = Observed Frequency
E = Expected Frequency

TEACHER QUESTIONNAIRE

1. Knowledge of Trouble Outside of School

	Male Teacher		Female Teacher	
	O	E	O	E
No information	63	61	168	170
No knowledge of trouble	120	119	293	294
Knows of or about delinquent act	20	14	29	35
Knows of anti-social acts pranks, bad crowd, boy-girl trouble, fights	8	7	18	19
Suspects trouble	4	14	23	13

2. Knowledge of Trouble Inside of School
Grade School and Junior High

	Male Teacher		Female Teacher	
	O	E	O	E
No information	39	26	84	97
Knowledge of Trouble	111	137	550	524
Knows of disciplinary trouble, truancy, damaging, behavior problems	59	40	136	155
Knows of anti-social acts: smoking, fighting, stealing in school	13	16	67	64
Knows of trouble due to poor scholarship	7	8	31	30
Trouble about health measure	3	5	19	17

Just Junior High

	Male Teacher		Female Teacher	
	O	E	O	E
No information	39	22	39	56
Knowledge of trouble	100	115	300	385
Knows of disciplinary trouble, truancy, damaging, behavior problems	58	49	112	121
Knows of anti-social acts: smoking, fighting, stealing in school	11	18	53	46
Knows of trouble due to poor scholarship	7	10	28	25

3. Behavior Problems in School
Grade School and Junior High

	Male Teacher		Female Teacher	
	O	E	O	E
No information	72	76	245	241
Agressive	52	54	190	188
Attention-getting	64	78	283	269
Frequent truancy	48	29	84	103
Damaging or defacing property	13	11	36	38
Smoking	46	25	67	88
Lack of attention, refusal to work	94	104	368	358
Nervous mannerisms	30	31	110	109
No evidence of problems	6	17	71	60
Just Junior High				
No information	70	57	113	126
Agressive	50	56	130	124
Attention-getting	59	82	207	184
Frequent truancy	47	36	69	80
Damaging or defacing property	13	13	28	28
Smoking	44	33	63	74
Lack of attention, refusal to work	86	92	212	206
Nervous mannerisms	26	26	58	58

4. Academic Achievement

	D		C		U	
	O	E	O	E	O	E
Superior	11	16	27	14	7	15
Above average; tends to be above average	34	42	48	40	43	43
Average	134	139	162	130	113	140
Below average; tends to be below average	139	137	121	129	144	138
Failing	149	133	78	123	161	132
5. Application as a Pupil						
Worked exceptionally hard	42	62	106	55	29	60
Adequate motivation	124	141	162	129	124	140
Didn't try very hard	291	258	156	236	303	256
Didn't try at all	10	6	2	6	6	6
6. Satisfaction with School						
Enjoyed it	108	152	215	134	108	145
Indifferent	197	175	142	163	181	182
Disliked it	71	56	35	59	81	72
Strongly disliked it	60	53	14	50	85	56
7. Social Adjustment Rating to School Personnel						
Below average	219	176	80	167	222	178
Average	216	238	271	226	217	240
Above Average	19	40	29	37	17	38
8. Social Adjustment to Peers						
Below Average	115	97	47	92	124	97
Average	249	266	287	254	255	271
Above Average	39	40	52	40	32	43

9. Extent of Extra-Curricular Participation

	D		C		U	
	O	E	O	E	O	E
No participation	138	124	79	107	129	115
Little participation	88	93	96	82	80	89
Moderate participation	28	42	55	38	38	41
Extensive participation	10	5	2	5	3	3
10. Type of Participation						
Tended to be follower	92	96	134	119	85	96
Tended to be leader	51	47	42	57	58	47
11. Trouble Outside of School						
No knowledge of trouble	223	263	317	270	242	249
Knows of or about trouble	63	27	3	28	14	25
Knows of anti-social acts: pranks, bad crowd, boy-girl trouble, fights	17	16	6	16	23	14
Suspects trouble; knows of no trouble when in teacher's grade, but the teacher does know or suspects trouble since that time	22	19	7	19	25	16
12. Trouble In School						
No knowledge of trouble	238	264	340	262	213	265
Knows of disciplinary trouble; truancy, damaging, behavior problems	95	81	33	80	115	82
Knows of anti-social acts: Smoking, fighting, stealing in school	41	31	11	31	41	31
Knows of trouble due to poor scholarship	12	16	10	15	25	16
Suspects trouble	16	16	4	10	10	10

13. Behavior Problems

	D		C		U	
	O	E	O	E	O	E
Agressive and damaging or defacing property	134	128	49	74	154	135
Attention-getting	157	160	75	81	191	182
Frequent truancy and frequent tardiness	79	64	20	34	71	72
Smoking	59	55	20	29	65	60
Lack of attention, refusal to work	215	216	121	116	234	238
Nervous mannerisms	53	61	42	33	66	67
No evidence of problems	25	38	60	20	15	42

14. Contact with Parent or Guardian

Parent called to discuss school related problems	40	38	27	46	66	49
Parent came with problem	9	7	5	8	9	8
Contact for school social occasions	23	27	53	31	15	33

15. Indication of Plans

Plans to continue school	24	25	32	21	13	23
Plans to work after school	27	29	23	25	31	27
Plans to quit school at legal age and work	10	7	3	6	7	7
Plans to attend trade or business school	17	17	9	15	22	15

16. Reality of Plans

	D		C		U	
	O	E	O	E	O	E
Realizes capabilities	49	49	44	42	47	49
Doesn't realize capabilities	6	6	4	5	6	5
Incapable or realizing plans; economic difficulties in fulfilling plans; physical difficulties in fulfilling plans	6	5	6	5	3	5
Unrealistic, thoughtless	4	5	3	5	8	5

17. Personality Description

Extremely shy and withdrawn	42	36	52	37	16	37
Timid and apprehensive	30	34	56	36	20	35
Cautious-controlled behavior	67	72	95	75	59	74
Respectful, polite, humble	103	130	209	136	86	133
Cooperative, friendly, self-sufficient	99	113	164	118	85	116
Outgoing, playful, self-assured	72	81	64	85	113	83
Emotional, impulsive, attention-seeking	134	115	57	120	162	118
Domineering, aggressive, self-assertive	87	69	33	72	93	71
Hostile, antagonistic, abusive	84	67	21	70	102	69

SOCIOLOGICAL DATA

	D		C		U	
	O	E	O	E	O	E
1. Parents' Past Concern About Behavior Problems of Adjustment of Child						
No awareness or concern	38	26	31	28	18	33
Concern about child	20	32	30	33	51	36
2. Family Participation in Family Activities						
Regular participation	4	7	13	9	8	9
Occasional participation	5	14	20	16	21	16
Rare participation	7	7	9	8	7	8
Never participate	24	12	2	11	8	11
3. Family Participation in Vacations - Parents' Participation in Child's Recreation						
Part or all separate	17	13	11	16	15	14
Together	1	10	21	12	12	12
No vacation	17	12	11	15	13	13
4. Family Participation in Vacations - Parents' Participation in Child's Recreation						
Some	8	22	36	24	25	23
None	32	18	8	20	18	20
5. Parents' Method of Discipline						
Discussion	10	20	37	28	26	25
Denial of privileges	20	20	25	28	28	25
Physical punishment	12	8	8	10	7	9
Scolding	11	15	4	8	6	8
6. Deviations Among Siblings						
None	28	34	31	29	34	30
Delinquency	14	8	4	6	2	6

	D		C		U	
	O	E	O	E	O	E
7. Attitude of Child Toward School						
Enjoys it	13	19	29	21	19	21
Indifferent	11	9	10	9	6	9
Dislikes	16	12	6	15	20	15
8. Acceptance by Teachers (from parental interview)						
Average	27	21	37	34	22	31
Liked by Teacher	8	16	28	24	27	23
Difficult Relationship	10	8	6	13	16	11
9. Parents Report of Behavior Problems in School						
No	25	24	36	21	13	29
Yes	33	34	16	31	57	41
10. School Mobility						
One Jr. High	35	36	43	38	32	36
Two Jr. High	6	5	0	5	9	5
11. Extra-Curricular Participation						
Some	10	17.5	31	22.5	21	22
None	25	17.5	14	22.5	23	22
12. Peer Group Relationship Outside School						
Leader	4	9	13	7	5	6
Follower	33	28	21	27	24	23
13. Educational and Vocational Plans for Child as Expressed by Parent						
Formulated plan	3	11	27	22	16	15
No plan	21	13	14	19	17	18